Operating Principle 4.1 -- Gender Issues

Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.

c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

4.1.1: List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues) In each case, provide: (a) the original “corrective action,” “condition,” “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendation for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No “corrective actions,” “conditions for certification,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle decision.

4.1.2: Report on the implementation of the plan to address gender-equity issues developed by the institution during the first-cycle certification process. Specifically, include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) action(s) not taken or not completed, and e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific
numerical targets. Rather the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

4.1.2.a) The Gender Equity Plan was included in the 1997 self-study. Updates to the plan were included in the Institutional Response to the Peer Review Team’s September 1997 report. The plan, including these updates following the peer reviewers’ visit, appears below. A current update on the 1997 Gender Equity Plan follows as Item 4.1.2.b.

1997 GENDER EQUITY PLAN
Department of Intercollegiate Athletics
Marquette University

This plan to monitor and address gender equity issues in the Department of Intercollegiate Athletics has been adopted by the department, the Athletics Board, and the university president.

Issues Confronted in the Plan:

This plan addresses the following issues identified during the NCAA Self-study:
* Disproportionate number of participation opportunities for male and female student-athletes;
* Inequitable athletics-related perquisites for coaching staffs of men’s and women’s teams;
* Inequitable practice time for student-athletes at university-owned facilities;
* Inadequate number of qualified female candidates who apply and/or are selected for coaching and administrative positions; and
* No written policy to ensure equitable treatment of student-athletes and sports programs in terms of marketing, promotion, and publicity.

Specifics of the Plan:

ISSUE 1. Address the gender disparity in participation opportunities as compared to the gender composition of undergraduate student body.

Goal: Reach a gender-proportionate level of participation opportunities (i.e., within 5% of gender proportion in enrollment).

Completion Date: Fiscal Year 2000

Oversight Responsibility: university president, Athletics Board, vice president for student affairs, director of intercollegiate athletics, and senior woman administrator.

Action Steps:
* The Athletics Board will recommend the mode of compliance from a list of strategies which will include adding a sport, discontinuing a sport, or capping participation on one or several sports; the Athletics Board will forward the recommendation to the vice president for student affairs.
* The vice president for student affairs will review the recommendation and forward it to the university president.

ISSUE 2. Develop a policy that addresses gender equity for athletics-related perquisites.

Goal: Provide equitable perquisites to men’s and women’s basketball coaching staffs.

Completion Date: Fiscal Year 2000

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, assistant athletics director for business, and assistant athletics director for marketing and promotions.

Action Steps:
* Document existing benefits available to each staff.
* Determine what disparity, if any, exists.
* Develop a plan to alleviate disparities.

Update [from Institutional Response to the Peer Review Team’s September 1997 report]: This year [1998] the full-time women’s basketball coaches received university vehicles, as do the men’s full-time coaches.

ISSUE 3. Develop a practice policy that ensures gender-equitable access to facilities.

Goal: Ensure that no in-season intercollegiate team will be disadvantaged in scheduling of practice times.

Completion Date: May 1998

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, and assistant athletics director for facilities, events, and community outreach.

Action Steps:
* Document existing practice usage.
* Determine practice needs for following year and outline all options.
* The director of intercollegiate athletics, the senior woman administrator, and the assistant athletics director for facilities, events, and community outreach will meet and provide recommendations to the Equity Committee on methods to address disparities.
* The Equity Committee will review recommendations and give feedback to the director of intercollegiate athletics.
* The director of intercollegiate athletics will implement the practice schedule in consultation with the vice president for student affairs.
* The Equity Committee and the Athletics Board will conduct annual reviews of actual practice times utilized.
Update [from Institutional Response to the Peer Review Team’s September 1997 report]: This process took place during the 1997-1998 academic year and resulted in women’s basketball having a set practice time with minimal interference with dining or study hall times.

ISSUE 4. Improve the quality and size of the pools of female candidates for coaching and full-time administrative positions.

**Goal:** Increase the number of qualified full-time coaches and administrators who are women to a level at or exceeding that of the university for comparable positions.

Completion Date: January 2000

Oversight Responsibility: vice president for student affairs, director of intercollegiate athletics, senior woman administrator, and assistant athletics director for business.

Action Steps:
* Evaluate present means of attracting candidates.
* Establish contacts with professional groups (e.g., National Association of Collegiate Women Athletics Administrators [NACWAA], Women’s Basketball Coaches Association [WBCA]) and other entities that could provide input to the process.
* Establish one-on-one contact with national organizations and those in the Milwaukee community that have vitae banks or information on other pools of qualified candidates.
* Expand job responsibilities/qualifications in advertising open positions to enunciate the department’s commitment to recruiting qualified female candidates.

ISSUE 5. Ensure gender equity of marketing, promotion, and sports information practices, in terms of staffing and execution.

**Goal:** Prioritize men’s and women’s sports in the areas of marketing, promotion, and sports information.

Completion Date: August 1999

Oversight Responsibility: director of intercollegiate athletics, senior woman administrator, and assistant athletics director for marketing and promotions.

Action Steps:
* Evaluate marketing, promotion, and sports information needs and goals, according to the prioritization plan described above.
* Develop a plan to ensure adequate staffing and funding to achieve the goals set forth in the prioritization plan.
* Coordinate efforts with student government and its organizations.
* Evaluate conformity with goals on an annual basis with input from the Equity Committee and Athletics Board.

Update [from Institutional Response to the Peer Review Team’s September 1997 report]: [In 1998,] the department increased the total number of women’s basketball radio contests from six to eleven and is sponsoring a women’s basketball head coach’s radio show for the first time.

ISSUE 6. Review operating expenses to evaluate potential gender inequities.

**Goal:** Determine where inequities exist, and develop a plan to narrow the spending gap in these areas.

**Completion Date:** Fiscal Year 2000

**Oversight Responsibility:** director of intercollegiate athletics, senior woman administrator, and assistant athletics director for business.

**Action Steps:**
* Prepare a detailed report of the components of operating expenses for men’s and women’s programs, specifically addressing areas of inequity.
* The director of intercollegiate athletics, the senior woman administrator, and the assistant athletics director for business will meet and provide recommendations to the Equity Committee on methods to address disparities.
* The Equity Committee will review recommendations and give feedback to the director of intercollegiate athletics.
* The director of intercollegiate athletics will submit the plan to the Athletics Board.
* The Athletics Board will give feedback to the vice president for student affairs.
* The vice president for student affairs will review the plan presented to the Athletics Board and submit the plan to the university president.

4.1.2.b-e) The following information outlines the actions taken by the institution since the 1997 plan and Institutional Response to the 1997 Peer Review Team’s Report were developed.

**Overview:** Progress has been made on every goal set forth in the 1997 gender equity plan. A current update for each goal appears below. In most cases the stated 1997 goal has been achieved. However, recognizing that gender equity requires continual attention, the plan that is part of this 2004-2005 self-study includes continued focus on the issues identified in 1997. Marquette intends that achieved equity will not be lost and that further progress will be made.

The Department of Intercollegiate Athletics established a Gender Equity Committee in 1995 to help review gender equity related to a range of issues within athletics and to make recommendations for improved parity. After the submission of the 1997 NCAA Certification Self-study Report, the committee was reconstituted and its charge was revised. The Equity Committee that emerged was charged with implementing and monitoring both the Gender Equity and Minority Equity Plans. The Equity Committee met monthly beginning in 1997 and continued...
regular meetings into the year 2000. During that three-year period, the Equity Committee monitored the plans and made recommendations to the Athletics Board. By 2000, substantial progress had been made with respect to both the Gender Equity and Minority Equity Plans, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee has been reconstituted and has had one meeting since September 2004. This committee was given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge. The Office of the Senior Vice President anticipates that it will provide ongoing attention to the composition and scope of the Equity Committee in order to maximize its effectiveness.

It should be noted that the Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 NCAA Certification Self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, now report to the senior vice president. In fall 2003, the reporting line for Athletics was changed as well, and the director of intercollegiate athletics now reports to the Office of the Senior Vice President. Therefore, where the 1997 Gender Equity Plan called for the involvement of the vice president for student affairs, the 2004 plan and progress since 2003 will reference involvement of the Office of the Senior Vice President.

**Goal from ISSUE 1 of 1997 Plan: Reach a gender-proportionate level of participation opportunities (i.e., within 5% of gender proportion in enrollment).**

The gender balance of Marquette’s enrollment has varied each year since 1997. The 1997 Gender Equity Plan targeted participation opportunities within 5% of male-female enrollment, anticipating this change in gender balance from year to year. The Department of Intercollegiate Athletics, the Gender Equity Committee, and the Athletics Board had been considering options that might achieve this goal. In an attempt to bring the proportionality of participation into the target range stated in the plan, rifle—a co-ed but primarily men’s sport—was discontinued after the 1997-1998 academic year. Also, participation in men’s sports, with the exception of basketball, was capped after the 1997-1998 academic year. In 2000, the Equity Committee recommended to the Athletics Board that the Department of Intercollegiate Athletics discontinue the wrestling program. The Athletics Board endorsed the recommendation and forwarded it to the vice president for student affairs. The vice president for student affairs, the executive vice president, and the president accepted the recommendation. Wrestling was discontinued, and participation opportunities in track and cross-country were proportionally expanded. The goal of 5% proportionality of participation was achieved by the 2001-2002 academic year and has been maintained each year since.

Once this goal was achieved, the director of intercollegiate athletics, the assistant athletics director for compliance, and the associate athletics director for internal operations/senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of enrollment. The director of intercollegiate athletics
and the Office of the Vice President for Student Affairs—or since fall 2003, the director of intercollegiate athletics and the Office of the Senior Vice President—have monitored participation with the assistant athletics director for compliance and the senior woman administrator. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a report summarizing the genders of participants in each sport. The gender balance among the squads is compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and the coaches make adjustments in squad size as the are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. The data below show the proportionality comparison in enrollment and athletics participation for the years 2000-2001 through 2002-2003.

<table>
<thead>
<tr>
<th>Year</th>
<th>University Female %</th>
<th>University Male %</th>
<th>Student-Athletes Female %</th>
<th>Student-Athletes Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>55.5</td>
<td>44.5</td>
<td>47.9</td>
<td>52.1</td>
</tr>
<tr>
<td>2002</td>
<td>55.8</td>
<td>44.2</td>
<td>51.9</td>
<td>47.5</td>
</tr>
<tr>
<td>2003</td>
<td>55.3</td>
<td>44.7</td>
<td>50.6</td>
<td>49.4</td>
</tr>
</tbody>
</table>

One unintended effect of the effort to maintain equitable gender ratios is the increased size of the women’s soccer team. The current women’s soccer roster size is larger than the proportionality of participation target number. However, maintaining a larger squad size was the head coach’s decision, not the department’s. While some of the soccer team objected to the idea of a larger team before they were in season, once they had begun practice the team and the coach preferred to maintain the larger squad rather than to cut team members. Consequences of the larger number of players include diminished playing time for each member; some members have minimal or no time. The student-athletes’ experience is also affected because the coach can spend less time with each team member during practice, during competition, and for individual instruction. Marquette continues to consider ways to address this issue.

**Goal from ISSUE 2 of 1997 Plan: Provide equitable perquisites to men and women’s basketball coaching staffs.**

This goal was achieved at the start of the 1997-1998 academic year; all women’s basketball coaching staff members received vehicles as part of their university perquisites. This created consistency in the perquisites for the men’s and women’s basketball coaching staffs. In addition, a vehicle was also provided to the head women’s volleyball coach beginning in 2002. No other coaches receive vehicles. All other benefits are equitable across coaches, regardless of gender. Parity of benefits between the men’s and women’s coaches has been achieved.

**Goal from ISSUE 3 of 1997 Plan: Ensure that no in-season intercollegiate team will be disadvantaged in scheduling of practice times.**

As indicated in the 1997 Gender Equity Plan, the coach of each team submits their desired practice times for the season to the associate athletics director for facilities and events prior to the start of the season. Each team is allowed to request a four-hour block each day, consistent with
NCAA policy. The associate athletics director for facilities and events checks for conflicts and negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise is reached, but the senior woman administrator and director of intercollegiate athletics may intervene if needed. All practice times are posted on an electronic calendar which is provided to the director of intercollegiate athletics, the senior woman administrator, the assistant athletics director for compliance, and each team; the associate athletics director for facilities and events requests monthly reviews of the calendar. Should a team request a change after the original times have been arranged, the other teams affected must agree to the change. A separate calendar is maintained for each facility: the Al McGuire Center, Valley Fields, and the Marquette Gym. Since practice times for in-season sports had been identified as an issue in the 1997 Gender Equity Plan, the design of the Al McGuire Center included a full-size practice facility to help resolve this known problem. The added practice space has been used by men’s and women’s basketball and women’s volleyball since it became available in January 2004. This also has relieved some scheduling pressure on the Marquette Gym.

One other change that has helped achieve this goal is priority registration for student-athletes. Beginning with registration for spring 2004 student-athletes were able to select classes that fit their practice schedules. Coaches no longer need to schedule practice times that fit student-athletes’ class schedules. These changes have significantly improved practice scheduling.

**Goal from ISSUE 4 of 1997 Plan: Increase the number of qualified full-time coaches and administrators who are female to a level at or exceeding that of the university for such positions.**

Marquette University aggressively seeks ways to control expenses, including the practice of restricting the number of non-faculty employees throughout the university. This practice means that generally new employees are sought only when a position becomes vacant, and the department has had relatively low attrition. When a position does become available, the vacancy is listed on NCAA.org, WomensSportsJobs.com, and other venues directly related to the professional affiliations connected to the position (e.g., Women’s Basketball Coaches Association). Each job posting specifically notes that female applicants are strongly encouraged to apply. All resumes are reviewed through the same process, and qualified female candidates are included in the interview pool, as available. The Department of Intercollegiate Athletics has had some difficulty attracting qualified female candidates for many of the positions that have become available through attrition, but it is committed to the professional advancement of women and recognizes that the presence of women in coaching, training, and conditioning can help address female student-athletes’ particular needs. One of the assistant coaches on the track and field coaching staff is female. A graduate assistant strength and conditioning position was posted in June 2004 specifically seeking a woman to work with female athletes; the new graduate assistant’s employment began in January 2005. Also, a female assistant athletic trainer was hired in June 2004 to work with select women’s sports and allow for better attention to female student-athletes’ particular issues. Further, a 2004 vacancy in the academic support area resulted in the appointment of a female academic coordinator to replace a retiring male staff member.

**Goal from ISSUE 5 of 1997 Plan: Prioritize men’s and women’s sports in the area of marketing, promotion, and sports information.**
The Department of Intercollegiate Athletics has established priority for its revenue-generating sports over its other sports. The revenue-generating sports include men’s and women’s basketball, women’s volleyball, and men’s and women’s soccer. Men’s basketball marketing, promotion, and media relations remains significantly greater than for any other sport because it generates significantly more revenue than any other sport. Since 1997, however, attention has been given to gender equity in this area. All women’s basketball home games and select away games are now broadcast on radio. In addition, the women’s basketball head coach has a weekly radio show during the season. Beginning in 2002, Marquette expanded the televising of women’s home basketball games by producing two home games each season in addition to those produced by the conference.

A separate annual marketing budget was developed for Olympic sports beginning in fall 2002. The two marketing budgets, for revenue and non-revenue generating sports, are set up at a gender-proportionate level. Additional marketing interns were added to the staff in 2003 (for a total of four) to allow one or two interns to work directly with Olympic sports and two to work with men’s basketball. In addition, one full-time administrator was given direct responsibility for the marketing of Olympic sports. Marquette continues to monitor this issue and remains committed to gender equity in this area.

Goal from ISSUE 6 of 1997 Plan: Determine where inequities exist and develop a plan to narrow the spending gap in these areas.

(Comparative data related to operating expenses are presented in this self-study report section, item 4.1.6.)

With the exception of men’s basketball, the treatment of parallel sports is equitable. Thus, for example, the operating expenses for men’s and women’s tennis are equitable. All coaches are provided an annual budget and are given flexibility to adjust their line items, so long as they work within their bottom line. This provision allows coaches to provide for the best possible experience for their respective student-athletes, including equipment purchases, travel arrangements (transportation and hotel arrangements), and student-athlete per diems. The annual budget is developed in conjunction with the coaches to ensure that the budget is sufficient to meet their needs based on their individual team schedules. In addition, the associate athletics director for internal operations/senior woman administrator provides a comparison of all budget line items by sport and gender to the director of intercollegiate athletics for review at the start of each fiscal year. Any disparities are brought to the attention of the director of intercollegiate athletics, who advises the appropriate action to be taken.

With expenditures equitable, the Department of Intercollegiate Athletics has turned its attention to the quality of the student-athlete experience. Neither exit interviews nor input from the Student-Athlete Advisory Council has revealed gender disparities in the quality of student-athletes’ experiences, but the department will continue to consider changes that may be necessary.
4.1.3: Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Two additional plans for improvement were developed since the 1997 certification process. A departmental strategic plan was completed in 2002 and a financial agreement was completed between the finance officer of the university and the Department of Intercollegiate Athletics. In both, continuation of gains in gender equity was addressed, and plans for additional improvements were developed. Both plans were approved by the executive vice president, who then oversaw the Department of Intercollegiate Athletics through the vice president for student affairs.

Several of the goals particularly relate to gender equity. For example, one objective was to reorganize the marketing staff to better attend to Olympic sports, particularly women’s basketball, women’s soccer, and women’s volleyball. Another is to continue monitoring the variance between student-athlete gender ratio and undergraduate gender ratio. Additional goals include seeking sponsorship for women’s basketball, women’s soccer, and women’s volleyball and annually evaluating the needs of each sport to better address equity issues related to operating budgets. One major goal related to the fund-raising, planning, and construction for the Al McGuire facility that opened in fall 2003.

The department is currently working on an updated strategic plan to reflect accomplishments that have been achieved and the challenges and opportunities anticipated due to the pending move to the Big East Conference. The new plan will continue to address gender equity.

4.1.4: List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution’s interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action; (b) the action(s) taken by the institution; (c) the date(s) of these action(s); (d) action(s) not taken or completed; and (e) an explanation for any partial completion.

Marquette University was instructed by the NCAA not to address this item.

4.1.5: Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated, and addressed on a continuing basis.

The Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 NCAA Certification Self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, now report to the senior vice president. In fall 2003, the reporting line for Athletics was changed as well, and the director of intercollegiate athletics...
athletics now reports to the Office of the Senior Vice President. The Office of the Senior Vice
President provides an external source of monitoring for the Department of Intercollegiate
Athletics. Internally, the department continually monitors activities related to gender equity,
particularly through numerous procedures described in this self-study report section, items
4.1.2.b-e. (Some of these procedures are reiterated below.)

The university as a whole has a strong commitment to gender equity. For example, in recent
years the university implemented a program to enhance the equity of faculty salaries. Further, the
senior leadership of the university reflects a commitment to equal opportunity. The provost, the
vice provost, one of two associate provosts, one of two assistant senior vice presidents, and three
of six vice presidents are women.

The university has policies and procedures in place that help ensure affirmative action efforts are
made when filling vacant positions. When a non-faculty vacancy occurs the search coordinator
must complete an Authorization to Recruit form that is approved by the department head, the
Budget Office, the affirmative action officer, and the Office of the Senior Vice President or
Provost. The Authorization to Recruit form must also note the advertising plan, including dates
and advertising text, which will always include the university’s affirmative action statement.
Once the search is underway, the search coordinator sends postcards to every applicant
requesting gender and ethnicity information. These prepaid cards are to be returned,
anonymously, directly to Human Resources. Further, the appointment forms for new employees
include an affirmative action document summarizing gender information about the pool.

All facility schedules are maintained by the associate athletics director for facilities and events.
The associate athletics director for facilities and events, the senior woman administrator, the
assistant athletics director for compliance, and the director of intercollegiate athletics monitor the
schedules to ensure equal practice time. Prior to the start of the season, the coach of each team
submits desired practice times for the season to the associate athletics director for facilities and
events. Each team is allowed to request a four-hour block each day, consistent with NCAA
policy. The associate athletics director for facilities and events checks for conflicts and
negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise
is reached, but the senior woman administrator and the director of intercollegiate athletics may
intervene if needed. All practice times are posted on an electronic calendar which is provided to
the director of intercollegiate athletics, the senior woman administrator, the assistant athletics
director for compliance, and each team; the associate athletics director for facilities and events
requests monthly reviews of the calendar. Should a team request a change after the original times
have been arranged, the other teams affected must agree to the change.

Each year the assistant athletics director for compliance develops a report summarizing the
genders of participants in each sport. The gender balance among the squads is compared to the
gender balance of undergraduate students enrolled for the term. The assistant athletics director
for compliance discusses any disparities with the director of intercollegiate athletics and the
associate athletics director for internal operations/senior woman administrator. Any potential
modifications to adjust squad sizes to reduce the gender imbalance are discussed with coaches,
who make changes in squad sizes as they are able in order to ensure the 5% target is maintained.
This approach was devised through discussions with the coaches.
At the start of each fiscal year, the associate athletics director for internal operations/senior woman administrator provides the director of intercollegiate athletics with a comparison of all budget line items by sport and gender for his review. Any disparities are brought to the director’s attention, and he specifies the appropriate action to be taken.

Student-athlete welfare is monitored, evaluated, and addressed by the leadership group in the Department of Intercollegiate Athletics through exit interviews, interaction with the Student-Athlete Advisory Council, and regular informal interaction with student-athletes. First, the Student-Athlete Advisory Council has elected representatives from each team who have access to departmental leadership and can speak for the teams they represent. Individual student-athletes can also express concerns directly. In addition, the Athletics Board and the Equity Committee include student-athlete members. Second, the Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. These interviews ask specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major gender issues have been raised. Third, regular informal contact with coaches and student-athletes completes these examples of the processes by which Department of Intercollegiate Athletics leadership monitors, evaluates, and addresses student-athlete welfare, including gender equity issues.

In addition, the marketing staff has been reorganized to provide support to all sports. In a departmental strategic plan, developed in 2002 and currently being updated, marketing and promotion goals for all sports are intended to increase revenue and provide maximum exposure for each sport. The strategic plan will be revisited and adjusted on a continuing basis.

4.1.6: Using your institution’s completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain, and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

The institution’s EADA report data for 2000-2001, 2001-2002, and 2002-2003 were reviewed with particular attention to coaches’ compensation, scholarship and operating expenditures, and revenue. Detailed data and discussion of the analyses appear below. In general, the data demonstrate that Marquette is maintaining equity among parallel sports, regardless of gender.

Because gender equity requires continual attention and in response to changing circumstances, the conclusions drawn from the data were used to help prepare the gender equity plan for the upcoming five years (included in this self-study report section, item 4.1.8). Marquette’s general goals are to maintain and improve equity of teams; to maintain competitive pay for coaches and
equitable pay between male and female coaches; to focus resources on teams as they have been prioritized within the department; and to review and improve upon the quality of the student-athlete experience, again, paying particular attention to the equity between genders.

Men’s basketball is the primary revenue sport at Marquette; its revenue supports the entire department and its other teams. Recently increasing expectations for head men’s basketball coaches, particularly in Division I programs, have focused on producing winning programs and increasing revenue. Marquette must pay the men’s head basketball coach at a level commensurate with his responsibilities and comparable to other Division I coaches. As the sport of women’s basketball continues to grow in popularity and the program continues to have winning seasons, the compensation for the women’s coaching positions are expected to increase as well. Each year Conference USA conducts a confidential budget survey of all member institutions, and the results are provided to each of the directors of athletics. This survey is reviewed and analyzed each year to ensure that Marquette coaches’ data are competitive, relative to their counterparts at the other member institutions. In the future, the Big East Conference will also provide comparable data, upon request, to the director of intercollegiate athletics to be used for this purpose. In most cases the data confirm that the coaches at Marquette are positioned in the top portion of the conference, which is consistent with the competitive expectations for most sports.

In addition to compensation, increased expenditures in men’s basketball are needed to generate revenue to support the department. The men’s basketball program at present has the greatest potential to generate additional revenue. As revenue increases, opportunities for additional expenditures in the other sports are expected to increase as well, allowing for an even richer experience for all Marquette student-athletes.

Currently, Marquette University offers 14 sports. Following is a list of the sports sponsored, whether the sport is considered a head-count or equivalency sport, and the number of scholarships currently available, and the NCAA maximum limits (based on the 2004-2005 year).

<table>
<thead>
<tr>
<th>Sport</th>
<th>Classification</th>
<th>No. of Scholarships</th>
<th>NCAA Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Basketball</td>
<td>Head Count</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Men’s CC/Track</td>
<td>Equivalency</td>
<td>6.8</td>
<td>12.6</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>Equivalency</td>
<td>2.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Men’s Soccer</td>
<td>Equivalency</td>
<td>8.5</td>
<td>9.9</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>Equivalency</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>Head Count</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Women’s CC/Track</td>
<td>Equivalency</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>Equivalency</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>Head Count</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>Head Count</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Comparing the same sports side by side shows near equality of scholarships between genders for soccer, tennis, and track and field/cross-country. In fact, scholarship support is greater for
women than for men in each parallel sport (e.g., women’s and men’s soccer; women’s and men’s tennis). The two sports that have no parallel are women’s volleyball and men’s golf. Women’s volleyball is a full scholarship sport, and men’s golf is an equivalency sport. Women’s volleyball generates more revenue than men’s golf and has higher departmental revenue priority; therefore, it has significantly more scholarship support than men’s golf.

Similar equity between sports on other operating expenses is demonstrated in the data presented below. When men’s and women’s basketball are excluded, the equity is even more apparent, with a slight tendency toward higher expenditures for women’s sports.

The recruiting expense and operating expenses for the three reporting years are as follows:

**EXCLUDING** men’s and women’s basketball:

<table>
<thead>
<tr>
<th>Recruiting Expense</th>
<th>Year</th>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$$</td>
<td>%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>15,646</td>
<td>24.0</td>
<td>49,475</td>
</tr>
<tr>
<td>2001-2002</td>
<td>8,763</td>
<td>29.0</td>
<td>21,500</td>
</tr>
<tr>
<td>2002-2003</td>
<td>10,589</td>
<td>18.3</td>
<td>47,266</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expense</th>
<th>Year</th>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$$</td>
<td>%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>283,475</td>
<td>47.7</td>
<td>310,586</td>
</tr>
<tr>
<td>2001-2002</td>
<td>281,950</td>
<td>46.6</td>
<td>323,308</td>
</tr>
<tr>
<td>2002-2003</td>
<td>252,673</td>
<td>34.2</td>
<td>485,548</td>
</tr>
</tbody>
</table>

Expenses **including** men’s and women’s basketball

<table>
<thead>
<tr>
<th>Recruiting Expense</th>
<th>Year</th>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$$</td>
<td>%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>115,646</td>
<td>56.4</td>
<td>89,475</td>
</tr>
<tr>
<td>2001-2002</td>
<td>141,728</td>
<td>61.1</td>
<td>90,200</td>
</tr>
<tr>
<td>2002-2003</td>
<td>180,511</td>
<td>65.1</td>
<td>96,885</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expense</th>
<th>Year</th>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$$</td>
<td>%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>962,208</td>
<td>62.6</td>
<td>573,932</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1,292,971</td>
<td>65.6</td>
<td>677,581</td>
</tr>
<tr>
<td>2002-2003</td>
<td>889,020</td>
<td>53.7</td>
<td>776,098</td>
</tr>
</tbody>
</table>

Below are the operating expenses broken down by sport:

*Operating Expense*

Year: 2000-2001
<table>
<thead>
<tr>
<th>Sport</th>
<th>Men's Expenses</th>
<th>Women's Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>678,733</td>
<td>263,346</td>
</tr>
<tr>
<td>Cross Country/Track</td>
<td>96,913</td>
<td>85,087</td>
</tr>
<tr>
<td>Golf</td>
<td>33,985</td>
<td>73,970</td>
</tr>
<tr>
<td>Soccer</td>
<td>81,052</td>
<td>73,970</td>
</tr>
<tr>
<td>Tennis</td>
<td>62,326</td>
<td>53,050</td>
</tr>
<tr>
<td>Wrestling</td>
<td>9,199</td>
<td>98,479</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>962,208 (62.6%)</strong></td>
<td><strong>573,932 (37.4%)</strong></td>
</tr>
</tbody>
</table>

---

### Operating Expense

**Year: 2001-2002**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Men's Expenses</th>
<th>Women's Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>1,011,021</td>
<td>354,273</td>
</tr>
<tr>
<td>Cross Country/Track</td>
<td>106,427</td>
<td>70,126</td>
</tr>
<tr>
<td>Golf</td>
<td>38,356</td>
<td>96,162</td>
</tr>
<tr>
<td>Soccer</td>
<td>92,402</td>
<td>51,1779</td>
</tr>
<tr>
<td>Tennis</td>
<td>44,765</td>
<td>105,241</td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,292,971 (65.6%)</strong></td>
<td><strong>677,581 (34.4%)</strong></td>
</tr>
</tbody>
</table>

---

**Year: 2002-2003**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Men's Expenses</th>
<th>Women's Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>646,347</td>
<td></td>
</tr>
<tr>
<td>Cross Country/Track</td>
<td>81,180</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>34,207</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>96,557</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>40,729</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total: 899,020 (53.7%)

Women’s
Basketball 290,550
Cross Country/Track 77,996
Soccer 117,789
Tennis 52,790
Volleyball 236,973
Total: 776,098 (46.3%)

Department of Intercollegiate Athletics administration will be conducting more detailed and more frequent reviews of the recruiting and operating budgets and actual expenses to better monitor equity. Budgeting, which previously had been based on expenditure trends, will be built on a zero-based model. Additional conversations with student-athletes will help ensure an equitable and positive Marquette student-athlete experience across genders.

4.1.7: Using the program areas for gender issues, please: (a) Describe how the institution has ensured a complete study of each of the areas; (b) Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas; (c) Identify areas of deficiency and comment on any trends; and (d) explain how the institution’s future plan for gender issues addresses each of the areas. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

Based on the three years of EADA data and operating budget data, the following is an analysis of program areas as outlined in the self-study guide.

**ATHLETICS SCHOLARSHIPS.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.
b. Scholarship budgets are developed annually with attention to providing opportunities for all coaches to recruit the athletes that will help each team succeed. Attention is also given to the need to fully fund scholarships in the head count sports and to provide athletics scholarship support for the equivalency sports. Currently, the scholarship ratio allows for the allocation of more dollars to female student-athletes than to male student-athletes. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Men’s %</th>
<th>Women’s %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>41.6</td>
<td>58.4</td>
</tr>
<tr>
<td>2001-2002</td>
<td>40.1</td>
<td>59.9</td>
</tr>
<tr>
<td>2002-2003</td>
<td>37.2</td>
<td>62.8</td>
</tr>
</tbody>
</table>

Athletic Scholarship Expense:

<table>
<thead>
<tr>
<th>Year</th>
<th>Men’s $$</th>
<th>Women’s $$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>843,355</td>
<td>1,181,832</td>
</tr>
<tr>
<td>2001-2002</td>
<td>812,029</td>
<td>1,212,266</td>
</tr>
<tr>
<td>2002-2003</td>
<td>751,885</td>
<td>1,269,450</td>
</tr>
</tbody>
</table>

c. Currently, the scholarship ratio allows for the allocation of more dollars to female student-athletes than to male student-athletes. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

d. The department will continue to monitor the ratio of female student-athletes receiving aid versus male student-athletes receiving aid to ensure that the ratio is consistent with the participant ratio. Beginning with the 2004-2005 fiscal year, the department will devote its efforts to bringing this ratio closer to the participant ratio. This will be achieved by limiting squad sizes and adjusting the number and amount of scholarships as needed.

ACCOMMODATION OF INTEREST AND ABILITIES.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for

2004 Gender Equity Self-Study
Page 17
the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. In 2000, the Equity Committee developed recommendations to bring the proportionality of participation into the target range stated in the 1997 Gender Equity Plan. The committee recommended that the Department of Intercollegiate Athletics discontinue the sport of wrestling at Marquette. The recommendation was accepted and endorsed by the Athletics Board, and the Board gave its approval to implement the change. Wrestling was discontinued, and participation opportunities in track and cross-country were expanded. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis.

Once this goal was achieved, the director of intercollegiate athletics, compliance officer, and senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of the proportionality of enrollment. Coaches who can better accommodate walk-on participants welcome the opportunity to help these students build skills so that they can play more competitively. These types of individual arrangements have helped accommodate individual interests and abilities. The director of intercollegiate athletics and the Office of the Vice President for Student Affairs—or since fall 2003 the director of intercollegiate athletics and the Office of the Senior Vice President—have monitored participation with the assistant athletics director for compliance and the senior woman administrator. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a summary report of the gender balance among the squads compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. Further, effective for 2005-2006, the department will focus additional effort on evaluating the quality of the student-athlete experience to ensure it is equitable across genders and sports.

c. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis. Each year, the assistant athletics director for compliance and the senior woman administrator prepare a summary report of the gender balance among the squads compared to the gender balance of undergraduate students enrolled for the term. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to
maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders.

d. In 2001-2002, the department was able to bring the student-athlete participant ratio to within 5% of the general student population ratio. This comparative ratio has been maintained each year since and continues to be monitored on an annual basis.

Once this goal was achieved, the director of intercollegiate athletics, compliance officer, and senior woman administrator met with the head coaches. Together, they developed a plan to help maintain proportionality of participation within 5% of the proportionality of enrollment. Any disparities are discussed with the director of intercollegiate athletics, and coaches make adjustments as they are able in order to ensure the 5% target is maintained. This plan was developed in 2002 and revised in 2003. While adjustments in squad sizes have sufficed to maintain the proportionality of participation, Marquette continues to evaluate additional options to provide parity of participation opportunities to students of both genders. Further, effective for 2005-2006, the department will focus additional effort on evaluating the quality of the student-athlete experience to ensure it is equitable across genders and sports.

**EQUIPMENT AND SUPPLIES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. All coaches are provided an annual budget and are given flexibility to adjust their line items, as long as they work within their bottom line. This provision allows coaches to provide for the best possible experience for their respective student-athletes, including equipment purchases, travel arrangements (transportation and hotel arrangements), and student-athlete per diems. The annual budget is developed in conjunction with the coaches to ensure that the budget is sufficient to meet their needs based on their team schedule. In addition, the associate athletics director for internal operations/senior woman administrator provides a comparison of all budget line items by sport and gender to the director of intercollegiate athletics for review at the start of each fiscal year. The director of intercollegiate athletics advises the appropriate action to be taken should any disparities emerge.
Coaches project the need for particular equipment replacement and work with the associate athletics director for internal operations/senior woman administrator to budget for these projected needs. If needs arise outside of the planned cycle, coaches with discretionary accounts can use them for these purchases. Although the university has a limited capital budget, emergencies might be accommodated through university resources, or partial support might derive from sources such as selling off the used equipment that will be replaced. The associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics monitor equipment expenditures to help ensure equity of equipment and supplies across sports.

c. Supplies are included in each coach’s operating budget, as is equipment. Capital replacement needs are projected within the overall departmental budget. Coaches project the need for particular equipment replacement and work with the associate athletics director for internal operations/senior woman administrator to budget for these projected needs. If needs arise outside of the planned cycle, coaches with discretionary accounts can use them for these purchases. Although the university has a limited capital budget, emergencies might be accommodated through university resources, or partial support might derive from sources such as selling off the used equipment that will be replaced.

d. The associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics monitor equipment expenditures to help ensure equity of equipment and supplies across sports.

SCHEDULING OF GAMES AND PRACTICE TIME.
a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. All facility schedules are maintained by the associate athletics director for facilities and events. The associate athletics director for facilities and events, the senior woman administrator, the assistant athletics director for compliance, and the director of intercollegiate athletics monitor the schedules to ensure equal practice time. Each team’s coach submits their desired practice times for the season to the associate athletics director for facilities and events prior to the start of the season. Each team is allowed to request a four-hour block each day, consistent with NCAA policy. The associate athletics director for facilities and events checks for conflicts and
negotiates any conflicts directly with the affected coaches. Generally, a satisfactory compromise is reached, but the senior woman administrator and director of intercollegiate athletics can intervene if needed. All practice times are posted on an electronic calendar which is provided to the director of intercollegiate athletics, the senior woman administrator, the assistant athletics director for compliance, and each team; monthly reviews of the calendar are requested by the associate athletics director for facilities and events. Should a team request a change after the original times have been arranged, the other affected teams must agree to the change. A separate calendar is maintained for each facility: the Al McGuire Center, Valley Fields, and the Marquette Gym. Since practice times for in-season sports had been identified as an issue in the 1997 Gender Equity Plan, the design of the Al McGuire Center included a full-size practice facility to help resolve this known problem. The added practice space has been used by men’s and women’s basketball and women’s volleyball since it became available in January 2004. This also has relieved scheduling pressure on the Marquette Gym.

One other change that has helped achieve this goal is priority registration for student-athletes. Beginning with registration for spring 2004, priority registration enables student-athletes to select classes that fit their practice schedules. Coaches no longer have to find practice times that fit student-athletes’ class schedules. These changes have significantly improved practice scheduling.

Currently, each sport has set up an equal amount of practice time on a consistent basis to ensure the availability of the facility. Additional requests for time are filled as the availability of the facilities warrants. Any discrepancies are resolved between the director of intercollegiate athletics, the senior woman administrator, and the respective head coaches.

Pre- and post-season play is conducted in accordance with NCAA regulations. If a team participates in post-season play that includes revenue, a post-season budget is built based on the revenue that will be forthcoming. During the season, the scheduling of games is determined by Conference USA and NCAA schedules and policies. The staff of those sports that share a home facility (e.g., men’s and women’s soccer; men’s and women’s tennis) communicate with one another as the schedules are built to ensure equitable access to the shared facility.

c. All facility schedules are maintained by the associate athletics director for facilities and events. The associate athletics director for facilities and events, the senior woman administrator, the assistant athletics director for compliance, and the director of intercollegiate athletics monitor the schedules to ensure equal practice time. Currently, each sport has set up an equal amount of practice time on a consistent basis to ensure the availability of the facility.

d. Marquette will continue to monitor and maintain these practices to ensure equity in this area.

TRAVEL AND PER DIEM.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit
interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. No single mode of travel is prescribed to all sports. Each coach determines the type of travel for each competition depending upon factors such as the number of traveling team members, traveling distance, class absences, and/or length of stay. Teams frequently travel by van or bus, but commercial flights are also booked. Coaches are expected to ensure their length of stay falls within mandated maximum limits and to use the university’s per diem rate for their maximum meal limit. Each sport can reallocate within their total operating budget to accommodate the desired travel and per diem costs needed for their student-athletes. (See comparative data related to operating budgets as presented in item 4.1.6). This has allowed for greater satisfaction among student-athletes. Any unusual travel arrangements (i.e., air charter) must be funded by discretionary dollars that have been contributed to that sport. (Whenever a sport receives a donation specified for that sport’s use, a discretionary fund is developed, and these funds are made available to that sport for the acquisition of additional equipment, supplies, travel opportunities, etc.)

c. No single mode of travel is prescribed to all sports. Each coach determines the type of travel for each competition depending upon factors such as the number of traveling team members, traveling distance, class absences, and/or length of stay. Each sport can reallocate within their total operating budget to accommodate the desired travel and per diem costs needed for their student-athletes.

d. Marquette will continue to monitor equity in this area.

TUTORS.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the
student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Tutoring services are available to all student-athletes through the student-athlete study center (The Eagle’s Nest), which is open six days a week: 8 a.m. to 10 p.m. Monday through Thursday, 8 a.m. to 4 p.m. Friday, and 6 p.m. to 9 p.m. Sunday. Tutors are routinely available, and a schedule is posted for tutoring in all subjects typical to the freshman/sophomore curriculum (e.g., History 001/002, all math, foreign languages, introductory sciences, business administration core courses, etc.). The Eagle’s Nest staff will arrange tutoring assistance for other courses by student request or staff/instructor recommendation. In addition, Eagle’s Nest staff emphasizes group study for student-athletes in common classes; these study groups meet in advance of important exams. Students in the groups also assume responsibility for collecting information for group members who are absent from class due to competition.

Through an ongoing relationship with the campus Writing Center, Writing Center associates are assigned to work in the Department of Intercollegiate Athletics study hall. An “outreach” Writing Center is established to accommodate the different schedules of the student-athlete, utilizing the regular Writing Center model, which focuses on non-directive tutoring. Writing Center clients read their papers aloud to a trained associate—or peer tutor—who offers non-directive questions (e.g., Could you read your thesis to me again? What did you mean when you said…?). These questions are meant to encourage clients’ critical thinking about their own papers. This model is different from directive models in which tutors “correct” clients’ papers with pen in hand. Writing Center staff includes graduate and undergraduate associates, or tutors. Graduate student tutors teach a section of English 001 or 002 in addition to their Writing Center duties, while the undergraduate tutors are trained in the Writing Center and in English 192.

Other Eagle’s Nest tutors are hired based on overall QPA and QPA in classes to be tutored. A prospective tutor must have a minimum cumulative QPA of 3.0 and must have earned at least a B in any class to be tutored. (Marquette determines a student's academic average and his/her eligibility to graduate using a QPA [quality point average] system, rather than a GPA [grade point average] system.) The rate of pay follows university guidelines per job description, with annual increases for years of participation. Tutor training takes place twice per fall term and once at the start of the spring term. Tutors are evaluated through tutee performance in assigned classes, student-athlete feedback, and attendance. Eagle’s Nest professional staff trains and supervises tutors on a mostly individual basis. Eagle’s Nest staff is currently developing an online tool called Desire to Learn that will provide additional training and evaluation for tutors; implementation of this tool is planned for January 2005.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this comprehensive university assessment system.
SUCCESS SKILLS.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Study skills instruction is organized through the Freshman Seminar, a zero-credit, mandatory, eight-week course taught by the associate athletics director for academic support and student services and the coordinator of academics. Skills emphasized in the seminar include note-taking, exam preparation, and time management. Individual follow-up by staff is easily conducted because attendance at the study center is mandatory for all freshmen.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

STUDY HALL.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.
b. Attendance at the Eagle’s Nest study center is required for all new freshmen (six hours spread out over three nights per week) and for all continuing freshmen with less than a 3.0 fall semester QPA and sophomores with less than a 2.5 QPA. Juniors and seniors are not required to attend, unless study center staff determines an individual need. Consequences for non-attendance are determined by coaches. Reports regarding attendance are forwarded to coaches on a weekly basis.

The study center has computers available for up to 20 students at any given time, and the center is accessible 24 hours per day by identification card. Professional staff is available Monday through Thursday 8:30 a.m. to 10 p.m., Friday 8:30 a.m. to 4 p.m., and Sunday 6 p.m. to 9 p.m., with extended hours during exam periods. The study center, located on the 2nd floor of the Al McGuire Center, can comfortably accommodate 50 to 60 student-athletes at any time and has five rooms available for small group or individual tutoring.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. During the 2004-2005 academic year, the university will develop a comprehensive system of assessment of student learning and program outcomes. This system will include curricula, student outcomes, campus services, and all other educational and support units. By definition, athletics academic support services will be part of this university assessment system.

COACHES.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Since the completion of the 1997 Gender Equity Plan, a conscious effort has been made to ensure that the coaching positions are handled on a consistent and equal basis, regardless of gender. In most cases, there are an equal number of positions per sport at similar pay scales. Particular duties of the positions are tailored to the needs of the specific sports, but a position with the same title has similar responsibilities regardless of the gender of the sport or individual in the position. Similarly, when hiring for a position with the same title and similar responsibilities, regardless of the gender of the sport, the same qualifications are sought. In addition, employee benefits have been reviewed and equalized for coaches. Following the self-
study in 1997, all men’s and women’s basketball coaches received vehicles as part of their university perquisites. A vehicle also was provided to the head women’s volleyball coach in 2000. Every effort is made to ensure that vehicles of comparable value are offered to individuals in equitable positions.

Concerted effort to provide equal space and amenities for both the men’s and women’s basketball staffs guided the design of the Al McGuire Center, which opened in fall 2003. The office areas are of equal size, and each includes equal space for film editing and film viewing. In addition, the locker room layouts are comparable and are equal in square footage. These two coaching staffs and their respective teams were each provided their own locker rooms. At the time of completion of the Al McGuire Center, a new film editing system was installed for men’s basketball. The same system was installed for women’s basketball within the first 12 months the Al McGuire Center was open, and women’s volleyball also now has a film editing system with components appropriate to their needs.

Each year Conference USA conducts a confidential budget survey of all member institutions, and the results are provided to each of the directors of athletics. This survey is reviewed and analyzed every year to ensure that the coaches at Marquette University are positioned competitively relative to their counterparts at the other member institutions. In the future the Big East Conference will also provide comparable data, upon request, to the director of intercollegiate athletics to be used for this purpose. In most cases, the data confirm that the coaches at Marquette are positioned in the top portion of the conference, which is consistent with the competitive expectations for most sports. Additional relevant information is obtained through exit interviews with coaches leaving Marquette. These interviews, conducted by the associate athletics director for internal operations/senior woman administrator and the director of intercollegiate athletics, provide valuable information for future hires regarding position structure, job descriptions, and qualifications.

Review of the EADA data related to coaches’ salaries shows that in most cases (with the exception of basketball), the sports are handled consistently, regardless of gender. With the current status of Division I men’s basketball coaches throughout the country, and with the demands put upon the men’s basketball program to generate revenue that supports the entire athletics program at Marquette, the salary of the men’s basketball coach is greater than that of the head women’s basketball coach. As the women’s basketball program continues to improve in terms of both competition and marketing, greater emphasis will be placed on the compensation package for its head coach. In addition, the assistant coaches continue to receive improved compensation based on their duties and success. The head men’s and women’s basketball coaches currently are the only head coaches with contracts. Contracts are pending for the head women’s soccer and volleyball coaches. All other coaches hold annual appointments that are renewable on the basis of performance.

Currently, Marquette University will not allow an increase in the department’s head count. Therefore, the gender of the coaching staff can only be altered through filling vacant positions. Continuing emphasis will be placed on seeking additional female candidates for coaching vacancies. Despite efforts such as advertising positions with organizations directly related to the professional association of positions (e.g., Women’s Basketball Coaches Association), Marquette
has had limited success in attracting qualified female candidates for vacant positions. Greater emphasis will be put on attracting female candidates by identifying advantageous posting locations and effective language used in the job descriptions and descriptions of qualifications. Marquette’s conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

c. Gender equity has improved in a number of ways with respect to coaches, as detailed above. However, despite efforts such as advertising positions with organizations directly related to the professional association of positions (e.g., Women’s Basketball Coaches Association), Marquette has had limited success in attracting qualified female candidates for vacant positions. Greater emphasis will be put on attracting female candidates by identifying advantageous posting locations and effective language used in the job descriptions and descriptions of qualifications.

d. Continuing emphasis will be placed on seeking additional female candidates for coaching vacancies. Marquette’s conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

**LOCKER ROOMS AND PRACTICE AND COMPETITIVE FACILITIES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Athletics facilities have been greatly improved with the addition of the Al McGuire Center, which opened in fall 2003. The design of the Al McGuire Center provided other opportunities to address gender equity. The facility includes state-of-the-art centers for athletic treatment, strength and conditioning, and academics. All student-athletes can use these state-of-the-art centers, but only women’s basketball, women’s volleyball, and men’s basketball teams are housed in this building. Men’s and women’s basketball and women’s volleyball use this facility for practice; the women’s basketball and volleyball teams also play home games in the 4,000-seat arena. Women’s basketball began to have their home games in the 4,000-seat Al McGuire Center Arena in January 2004. Women’s volleyball began competition in the Al McGuire Center in fall 2004. Concerted effort to provide equal space and amenities for both the men’s and women’s basketball staffs guided the design of the Al McGuire Center. Office space
and layouts of the two basketball teams were designed to be equal, and each head coach was given the opportunity to personalize their offices as desired. In addition, the décor of each office area was left to the discretion of the respective staff. Each sport was provided quality locker room space and furnishings.

Other athletics facilities include the shared home field of the men’s and women’s soccer teams, Valley Fields. The men’s and women’s track and field teams also train at Valley Fields. The men’s and women’s cross-country teams compete at the same off-campus home location. The men’s and women’s tennis teams practice and compete on the courts located in Marquette’s Helfaer Tennis Stadium and Recreation Center. Sports not housed in the Al McGuire Center remain in the Marquette Gym, where each team has an exclusive locker room. Significant renovations to the Marquette Gym in recent years have resulted in improvements for the teams still housed there. The improvements made at the Marquette Gym include:

* Lounge furniture purchased and placed in lower lobby to provide welcoming environment for student-athletes.
* Lobby carpet replaced.
* Walls painted.
* Locker rooms renovated.
* Teams moved to larger locker room spaces.
* Coaches’ offices renovated.

In addition, the tennis courts at the Helfaer Tennis Stadium and Recreation Center were resurfaced, and other remodeling was done for the tennis teams.

c. The addition of the Al McGuire Center has alleviated crowding and scheduling issues that could have had a bearing upon equity related to locker rooms, practice and competitive facilities.

d. Marquette will continue to monitor facilities to ensure equity in this area.

**MEDICAL AND TRAINING FACILITIES AND SERVICES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.
b. Over the past few years, the Department of Intercollegiate Athletics has built a strong relationship with the Department of Physical Therapy at Marquette University. This relationship has resulted in the assignment of students and staff from the exercise science/athletic training program to assist with the care of student-athletes in the athletic treatment center and on the playing field.

The Department of Intercollegiate Athletics employs 3.5 athletic trainers and the Department of Physical Therapy employs 2.5 athletic trainers, all six of whom provide training to Marquette student-athletes. This meets National Association of Athletic Trainer (NATA) guidelines for athletic training. The program is administered by the head athletic trainer, who is a certified athletic trainer.

The three full-time trainers employed through the Department of Intercollegiate Athletics include two males (the head athletic trainer and one assistant) and one female (assistant). The female was hired in June 2004, in order to provide better resources for female student-athletes’ issues. These three trainers are assigned to men’s basketball, women’s basketball, and women’s volleyball, respectively. Their roles include covering every event for their team, including practice and travel.

The Department of Physical Therapy employs the two additional full-time certified trainers (one male, one female). These trainers, the half-time trainer, and the assistant trainers employed by the Department of Intercollegiate Athletics assist with coverage of sports and coverage in the treatment center. The 2.5 athletic trainers employed through the Department of Physical Therapy provide medical care to student-athletes and also serve the academic athletic training program in classroom and clinical teaching. In addition to providing direct care for student-athletes, all six athletic trainers also supervise the student athletic trainers.

Marquette has a complete sports medicine center that includes physical therapy and rehabilitation services. One facility is housed in the Al McGuire Center, and another is housed in the Marquette Gym. In the mornings, the sports medicine center in the Al McGuire Center is open to any student-athlete, and the facility in the Gym is open by appointment. In the afternoons, each facility is available only to the teams housed in that facility. Although student-athletes are advised to seek out the trainer affiliated with their particular sport, trainers work with any student-athlete. With two facilities, student-athletes appear to be better utilizing the sports medicine and conditioning centers.

Currently, Marquette University employs 1 full-time certified strength and conditioning coach and 1 part-time certified strength and conditioning coach. In addition, as of January 2005, 2 graduate assistant coaches were hired, 1 of whom is female. The department felt that it was important to have a woman employed in this area who is attuned to the particular conditioning needs of female athletes. There are two strength and conditioning facilities for student-athletes. The facility located in the Al McGuire Center (which opened October 2003) is open from 6 a.m. until all practices and individual workouts are completed for the day. This state-of-the-art facility includes the most up-to-date, advanced equipment available. The facility located in the Marquette Gym is currently open in the afternoons but the hours will be expanded with the
addition of the new staff in January 2005. Currently, every collegiate team is fully engaged with our strength and conditioning program. The strength and conditioning staff works directly with each coach to develop a program that best fits the needs of the athletes and teams. Both facilities offer an environment that promotes strength, skill development, and wellness. Conscious effort is made to ensure that all of the equipment is up-to-date and fully functional.

Three physicians work with the department of Athletics. Carolyn Smith, M.D., is employed as the lead physician in Marquette’s Student Health Service, which is available to all students. Dr. Smith devotes approximately eight to ten hours each week to treating student-athletes. She serves as the physician of first referral for most student-athletes and as the team physician for women's basketball. The two physicians that work with the department in addition to Dr. Smith, Darrin Maccoux, M.D., and James Langenkamp, M.D., serve as the team physicians for men’s basketball.

Undergraduate athletic training students provide care to student-athletes under direct supervision of the certified athletic training staff according to NATA guidelines. Student trainers are assigned to the Al McGuire Center and to the Marquette Gym. When Marquette teams are traveling, all attempts are made to have a certified athletic trainer accompany the team. If it is not possible to send a certified athletic trainer on a trip, one of the almost 50 student interns accompanies the team. The student interns are enrolled in the College of Health Sciences at Marquette. The approximately 30 to 40 undergraduate students are majoring in exercise science, athletic training, or biomedical sciences. The 8 to 10 graduate students have earned an undergraduate degree and are seeking either doctorates of physical therapy or master’s degrees of physician assistant studies. The graduate students are credentialed as certified athletic trainers.

c. No deficiencies have been noted in this area, and no unusual trends have been identified. However, Marquette University will continue to review the gender balance of the staff and try to attract and hire qualified female candidates as vacancies develop.

d. Continuing emphasis will be placed on seeking additional female candidates for medical and training vacancies. Marquette’s conscious effort to fill intern and graduate assistant positions with women is an attempt to expand the female staff and offer opportunities to women pursuing careers in college athletics.

**HOUSING AND DINING FACILITIES AND SERVICES.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee
and a revised charge for the Athletics Board. Both of these groups will help monitor important
gender and minority issues. A new effort currently in the planning stages involves a study of the
student-athlete experience that will further inform the department about the student-athletes’
perspective of their experiences. Any emerging issues can then be addressed.

b. Marquette University requires all freshman and sophomore students to live on campus
unless they reside with a parent or guardian and commute. Juniors and seniors may live in
university-owned apartments or rent from private landlords. The head coaches for men’s and
women’s basketball have arranged for their teams to be housed in a single university-owned
apartment facility. The other coaches prefer their freshman student-athletes to be randomly
assigned to residence hall spaces. Returning students select their own rooms and roommates, and
teammates often choose to room together.

Full scholarships include room and board. The value of meal plans for all student-athletes is
based on the university’s full meal plan. Any student living in a residence hall, including student-
athletes, can eat in any of the campus dining rooms, which are located in six of the eight
residence halls. Training table is available to all full-time scholarship student-athletes, as desired
by the head coach. Currently, only men’s and women’s basketball have a training table, one meal
per day. Volleyball is considering implementing a training table.

c. No deficiencies have been noted in this area, and no unusual trends have been identified.

d. Marquette will continue to monitor facilities to ensure equity in this area.

PUBLICITY.

a. The institution attends to the study of these program areas through review and analysis of
reports prepared for the NCAA, through annual written reports prepared for the Office of the
Senior Vice President in which progress toward annual goals is discussed, and through exit
interviews. Less formally, presence in the facilities where student-athletes gather, meetings with
coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete
Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for
the self-study all of these mechanisms were employed in order to review the information at the
departmental level and at the level of the steering committee and its subcommittees. These
groups included representatives from a range of campus constituencies. One goal of the new plan
that has already been implemented is the reconstitution of the campus-wide Equity Committee
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gender and minority issues. A new effort currently in the planning stages involves a study of the
student-athlete experience that will further inform the department about the student-athletes’
perspective of their experiences. Any emerging issues can then be addressed.

b. Two full-time media relations staff and one intern are available to all sports. The staff
develops a media guide for each sport and provides press releases, game coverage, and articles
published on the department’s Web site following each competition. Some student stringers,
generally enrolled in the journalism program, assist with reporting. The Department of
Intercollegiate Athletics Web site is maintained by an outside firm. If coaches would like other
publications, the media relations staff consults the director of intercollegiate athletics, the
associate athletics director for internal operations/senior woman administrator, and the assistant athletics director for compliance for approval and budget availability.

c. The sports were prioritized and additional support was given to media relations since the 1997 self-study. An intern and student stringers ensure publicity for all sports. Marquette will continue to monitor this issue and remains committed to gender equity in this area.

d. Marquette will continue to monitor this issue and remains committed to gender equity in this area.

SUPPORT SERVICES.
a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. The four permanent full-time support staff members, assigned to the Al McGuire Center and the Marquette Gym, help with internal operations and women’s basketball. Because Marquette University does not allow increases in head count, student employees provide additional support services. Each fiscal year, individuals who need student workers contact the associate athletics director for internal operations/senior woman administrator to help determine the need and budget for the position and then to post the position. Although added help is always desirable, most areas have been able to acquire help at the necessary level.

c. Because Marquette University does not allow increases in head count, student employees provide additional support services. Although added help is always desirable, most areas have been able to acquire help at the necessary level.

d. Because Marquette University does not allow increases in head count, student employees provide additional support services. Marquette will continue to monitor this and continue to search for ways to provide needed help within existing budget and procedural parameters.

RECRUITMENT OF STUDENT-ATHLETES.
a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President in which progress toward annual goals is discussed, and through exit
interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes, and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor important gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. This budget item is included in the operating budget provided to the coaches on an annual basis. (Comparative data are presented in this self-study report section, item 4.1.6.) This budget allows the coaches to allocate resources for recruiting as needed each year. Pending Marquette’s move to the Big East Conference, a comprehensive review of resources available for recruiting is being conducted to ensure that each team is given a fair opportunity to succeed. If discretionary funds are acquired by a specific sport, these funds may be used to enhance the recruiting process.

c. This budget item is included in the operating budget provided to the coaches on an annual basis. This budget allows the coaches to allocate resources for recruiting as needed each year. A review of resource allocation will be undertaken during the coming year pending Marquette’s change in conference affiliation.

d. Pending Marquette’s move to the Big East Conference, a comprehensive review of resources available for recruiting is being conducted to ensure that each team is given a fair opportunity to succeed.

**4.1.8:** Using the “plan for improvement section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The data examined to prepare responses to the preceding self-study items reveal no unanticipated issues related to gender equity. Accordingly, Marquette University has prepared a gender equity
plan that involves continued attention to a number of areas in order to ensure equity is maintained and to continue to improve equity where possible.
<table>
<thead>
<tr>
<th>Issues</th>
<th>Measurable Goals</th>
<th>Method</th>
<th>Action Steps</th>
<th>Those Responsible</th>
<th>Timetable for Completion</th>
</tr>
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</table>
| Operating Expenses  | Monitor operating expenses annually to ensure that women’s sports are treated equitably.                                                                                                                      | Compare ratio of operating expenses for women’s sports versus men’s sports. | Review ratio on an annual basis (when developing the budget for the upcoming fiscal year). Adjust expenses appropriately.                                                                                       | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Senior associate athletics director  
Head coaches  
Equity Committee | Annual reviews in March (ongoing).                                                                                                                                  |
| Recruiting Expenses | Monitor recruiting expenses annually to ensure that women’s sports are treated equitably.                                                                                                                     | Compare ratio of recruiting expenses for women’s sports versus men’s sports (in comparison to the participation ratio). | Review ratio on an annual basis (when developing the budget for the upcoming fiscal year). Adjust expenses appropriately.                                                                                       | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Senior associate athletics director  
Head coaches  
Equity Committee | Annual reviews in March (ongoing).                                                                                                                                  |
| Sports Revenue      | Increase women’s sports revenue through marketing efforts that provide these sports with equitable exposure and revenue potential.                                                                              | Track increases to budgets and efforts for revenue and marketing for women’s sports. | Develop a comprehensive marketing plan to include advertising opportunities, sales strategies, and revenue potential for women’s sports through Marquette’s marketing efforts (based on market demands in Milwaukee for each sport and the surrounding sponsorship opportunities). | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Senior associate athletics director  
Head coaches  
Equity Committee | Complete marketing plan by fall 2005. Track progress annually thereafter.                                                                                       |
<table>
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<tr>
<th>Issue</th>
<th>Goal</th>
<th>Method</th>
<th>Action Steps</th>
<th>Those Responsible</th>
<th>Timetable for Completion</th>
</tr>
</thead>
</table>
| Student Aid           | Monitor the gender balance of athletics-related student aid with the gender ratio of student-athletes. | Calculate male:female student-athletes receiving athletics-related aid and compare to male:female ratio of student-athletes. | Continue to evaluate annual scholarship budgets to the ratio (when developing the budget for the upcoming fiscal year). Adjust appropriately. | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Assistant athletics director for compliance  
Head coaches  
Equity Committee | Ongoing annual reviews in March.                                      |
| Hiring Coaching Staffs | Increase the number of qualified female candidates applying for vacant coaching positions. | As positions become available, continue to structure job descriptions and post openings on Web site to encourage highly qualified female candidates. | As positions become available, evaluate male:female coach ratios and determine the need for female additions. Continue efforts to ensure that the candidate pool and hiring process includes diversity of gender and race, as vacancies develop in the department. | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Equity Committee | Changes to the number of female coaches can only be made through vacancies, as Marquette University is currently at a “position freeze” status. |
| Hiring Administrative Staffs | Increase the number of qualified female candidates applying for vacant administrative positions. | As positions become available, evaluate the number of female administrators and continue to develop job descriptions and postings to encourage highly qualified female candidates. | Include female candidates in interview process and encourage, in compliance with nondiscrimination requirements, the hiring of women. | Director of intercollegiate athletics  
Associate athletics director for internal operations/senior woman administrator  
Senior associate athletics director  
Office of Senior Vice President  
Department of Human Resources  
Equity Committee | Changes to the number of female administrators can only be made through vacancies, as Marquette University is currently at a “position freeze” status. |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Goal</th>
<th>Method</th>
<th>Action Steps</th>
<th>Those Responsible</th>
<th>Timetable for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for Coaching Staffs</td>
<td>Monitor coaches’ salaries annually for gender equity.</td>
<td>Continue efforts to assure an appropriate ratio between male and female coaches during annual review and merit recommendation process. Use conference data comparisons to ensure that coaches receive pay comparable to respective positions at other member institutions.</td>
<td>Annual evaluation will continue, and adjustments will be made, as needed. Continue to provide increases to those female coaches who are performing well (during the annual salary increase process) and increase salaries accordingly.</td>
<td>Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Office of Senior Vice President Department of Human Resources Equity Committee</td>
<td>Ongoing during annual staff performance review each spring, with appropriate action as needed.</td>
</tr>
<tr>
<td>Support Services</td>
<td>Provide equitable support services to women’s sports.</td>
<td>Continue to develop means of increasing support services available for women’s sports, as the budget allows and vacancies develop.</td>
<td>Evaluate the increased use of student workers to provide services for women’s sports and post openings for additional positions as resources are identified.</td>
<td>Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Senior associate athletics director Office of Senior Vice President Department of Human Resources Equity Committee</td>
<td>Postings and hiring for new student workers are handled on an annual basis, usually during the fall semester.</td>
</tr>
<tr>
<td>Student-athlete Experience</td>
<td>Provide the best possible experience for all student-athletes, regardless of gender, race, or ethnicity.</td>
<td>Develop sufficient operating budgets for each sport to ensure that the student-athlete experience at</td>
<td>Work directly with each coaching staff to develop standards for treatment of student-athletes (i.e., modes of transportation, hotels used, meal allowances, pre-game</td>
<td>Director of intercollegiate athletics Associate athletics director for internal operations/senior woman administrator Assistant athletics director for</td>
<td>On-going. Budgeting will be done on an annual basis.</td>
</tr>
<tr>
<td>Marquette is positive. Ensure that treatment of student-athletes is similar to treatment of student-athletes at other comparable institutions. Continue to evaluate the facilities (academic center, treatment centers, strength and conditioning areas, locker rooms, practice facilities) to ensure that they are up-to-date and adequate. Continue to monitor participation and remain within 5% of the student body gender balance. Continue to ensure equitable practice time. meals). Establish the budget, based on the standards set, annual schedule, and roster size. Work with university personnel to determine resources for completing any necessary facility updates. Meet with the Student-Athlete Advisory Council representatives periodically to ensure that student-athlete welfare issues are being addressed. Identify additional alternatives to current practices for maintaining participation balance and implement alternatives as appropriate. Follow current procedures for scheduling. Review to ensure equity.</td>
<td>compliance Coaches Office of the Senior Vice President Equity Committee Athletics Board</td>
<td></td>
<td></td>
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</table>
4.1.9: Describe the institution’s efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution’s goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets.

The Gender Equity Plan presented here was developed by the Gender Equity Subcommittee of the 2004-2005 NCAA Recertification Self-Study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The plan was reviewed by the steering committee, which included representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. In addition, the plan was approved by the Department of Intercollegiate Athletics and reviewed by the Equity Committee on September 14, 2004; the committee will continue to monitor progress towards the plan. Gender equity data and activities were also discussed at the November 11, 2004, Athletics Board meeting, with few comments or suggestions. In spring 2005, the Athletics Board and Equity Committee will review, for final commentary, the 2004-2005 NCAA Recertification Self-study Report and Gender Equity Plan; drafts of this document were made public on the university’s Web site in December 2004. The final report will be posted on the university’s Web site in spring 2005 to allow for ongoing comment.

The Marquette University Department of Intercollegiate Athletics mission statement refers to all student-athletes, regardless of gender. The department seeks to provide the best opportunity for all student-athletes to succeed and to have a positive experience at Marquette. Marquette’s Jesuit tradition focuses on care for the whole person. This is portrayed in all aspects of the university, including athletics. The plan developed through this NCAA recertification process will be distributed and discussed with all members of the Department of Intercollegiate Athletics.

Evaluation of Operating Principle:

<table>
<thead>
<tr>
<th>Question</th>
<th>Currently Yes</th>
<th>Currently No</th>
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<tbody>
<tr>
<td>Has the institution implemented its approved gender-equity plan from the previous self-study?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Has the institution demonstrated that it is committed to, and has</td>
<td>icide to, and has</td>
<td></td>
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<tr>
<td>progressed toward, fair and equitable treatment of both male and</td>
<td>icide to, and has</td>
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</tr>
<tr>
<td>female student-athletes and athletics department personnel?</td>
<td>icide to, and has</td>
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<tr>
<td>Has the institution formally adopted a written plan for the future</td>
<td>icide to, and has</td>
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<tr>
<td>for the intercollegiate athletics program that ensures the institution</td>
<td>icide to, and has</td>
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<tr>
<td>maintains a program, or continues progress toward a program, which is</td>
<td>icide to, and has</td>
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<tr>
<td>equitable for both genders?</td>
<td>icide to, and has</td>
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<tr>
<td>Has the institution developed a plan that includes measurable goals</td>
<td>icide to, and has</td>
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<tr>
<td>the institution intends to achieve, steps the institution will</td>
<td>icide to, and has</td>
<td></td>
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<tr>
<td>take to achieve those goals, persons responsible and timetables?</td>
<td>icide to, and has</td>
<td></td>
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On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)?

Yes  No
Operating Principle

4.2. Minority Issues - It is the principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:

Have implemented its approved minority-opportunities plan from the previous self-study. If modified, or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

a. Demonstrate that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics personnel.

b. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues a toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

4.2.1 - List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide(a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No "corrective actions,” “conditions for certification,” or “strategies for improvement” for minority equity were required of Marquette University from the initial NCAA certification in 1997.

4.2.2 - Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include(a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather the committee advises institutions to submit plans that have broad, flexible non-numeric
4.2.2a. It should be noted that the Department of Intercollegiate Athletics reported to the vice president for student affairs between the 1997 self-study and fall 2003. The vice president for student affairs reported to the executive vice president. In fall 2002, the university eliminated the office of executive vice president and created the position of senior vice president. All vice presidents, including the vice president for student affairs, report to the senior vice president. In fall 2003, the reporting line for the Department of Intercollegiate Athletics was changed. The director of intercollegiate athletics reports to the Office of the Senior Vice President. Therefore, where the 1997 plan called for the involvement of the vice president for student affairs, the 2004 plan and progress since 2003 will reference involvement of the Office of the Senior Vice President.

The following is the Minority Equity Plan from the 1997 NCAA Certification Self-study.

**1997 MINORITY EQUITY PLAN**
Department of Intercollegiate Athletics
Marquette University

This plan to monitor and address minority equity issues has been adopted by the Department of Intercollegiate Athletics. The specific recommendations from the Equity Subcommittee regarding minority issues are included in the plan under the section entitled, “Specifics of the Plan.”

Marquette University believes strongly in its commitment to its urban environment and in the principle of affirmative action. The university views its urban location as an opportunity for its students to benefit from and contribute to urban life. The Department of Intercollegiate Athletics affirms the university’s commitment. In welcoming students, coaches, and staff from all racial, ethnic, and socio-economic backgrounds, the department is committed to creating a diverse, multicultural community that will facilitate the development and growth of its student-athletes.

**Objectives**

This minority plan has been established to achieve the following objectives: (1) to continue to develop, support, and retain a multicultural student-athlete population; (2) to both identify and increase the pool of qualified minority candidates for coaching and administrative staff positions; (3) to promote the interests of minorities within the Department of Intercollegiate Athletics; (4) to establish and maintain a mechanism within the department that monitors and addresses minority equity issues; and (5) to build upon the department’s visibility within the urban environment of Milwaukee.

**Specifics of the Plan**

A) Establish a separate and distinct minority equity committee which will be responsible for monitoring minority equity issues, recommending specific activities to address the plan, and
evaluating progress towards achieving its objectives. The current Minority/Title IX Gender Equity Committee conceivably could address minority issues adequately, but clearly this existing committee would have to change significantly the magnitude and direction of its focus to address minority issues more equitably. Completion Date: January 1998. Responsibility: director of intercollegiate athletics and vice president for student affairs.

B) Work with the Office of Admissions, the deans, and the directors in developing a plan and procedure to support minority student-athlete applicants in pursuit of a college education. Completion Date: March 1, 1998. Responsibility: assistant athletics director for academic support and student programs, acting assistant vice president for enrollment management, and vice president for student affairs.

C) Ensure minority representation on all athletics-related committees within the university such as the Athletics Board, the Student-Athlete Advisory Council, and the Minority Equity Committee. Completion Date: December 1, 1998. Responsibility: assistant athletics director for academic support and student programs, director of intercollegiate athletics, vice president for student affairs, and executive vice president.

D) Develop a new procedure and plan to conduct national, regional, and local searches that increase the pool of minority candidates for positions within the Department of Intercollegiate Athletics. Ensure that chairs of search committees utilize the National Association of Collegiate Women Athletics Administrators (NACWAA), the Black Coaches Association, the Ethnic Minority and Women’s Enhancement Program, and Conference USA to assist with the identification and recruitment of qualified minorities. Completion Date: December 1, 1997. Responsibility: assistant athletics director for business, senior woman administrator, director of intercollegiate athletics, and vice president for student affairs.

E) Ensure that newly hired staff have sensitivity to minority issues and, in at least some cases, experience with disadvantaged student populations. Completion Date: February 1998. Responsibility: assistant athletics director for business, director of intercollegiate athletics, and vice president for student affairs.

F) Develop opportunities for student-athletes, coaches, and staff to serve urban youth throughout the Milwaukee area including the exploration of collaborative opportunities between the Department of Intercollegiate Athletics and Milwaukee-area organizations (e.g., Milwaukee Kickers Soccer Club), which will enhance the department’s visibility within the urban community. Completion Date: January 15, 1998. Responsibility: assistant athletics director for academic support and student programs, Center for Student Development and Community Service, and vice president for student affairs.

4.2.2b-2e. The actions taken by the institution, dates of actions, actions not taken, and any explanations which correspond to above minority plan items A-F.

A) The Department of Intercollegiate Athletics established a Gender Equity Committee in 1995 to review a range of gender equity issues within athletics and to make recommendations for improved parity. After the submission of the 1997 self-study, the committee was reconstituted,
and its charge was revised. The Equity Committee that emerged was charged with implementing and monitoring the Gender Equity and Minority Equity Plans.

The Equity Committee held regular meetings beginning in 1997 and continuing into 2000. By 2000, substantial progress had been made with respect to both gender and minority equity issues, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee has been reconstituted and has had one meeting since September 2004, with another meeting scheduled for spring 2005. This committee has been given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge.

The newly charged Equity Committee met September 14, 2004, and reviewed new minority and gender data and draft copies of the equity plans. Some minor suggestions were incorporated into the plans. The Equity Committee will meet in spring 2005 to review newly acquired gender and minority data for 2002-2003, which have been incorporated into the NCAA Self-study, and to review Minority and Gender Equity Plans for final recommendation to the Athletics Board and the Office of the Senior Vice President. The Equity Committee will meet at least twice annually and report to the Athletics Board. The first annual report on equity from this committee will be submitted to the Athletics Board in spring 2005.

The Athletics Board met on November 11, 2004, and reviewed preliminary minority and gender equity data and reports from the Equity Committee. Drafts of the NCAA Recertification Self-study report on Equity were made public on the university’s Web site in December 2004, including data for 2002-2003. The Athletics Board will meet in spring 2005 to consider final commentary to the Office of the Senior Vice President about the 2004-2005 NCAA Recertification Self-study Report and Minority Equity Plan.

In addition to the Equity Committee, other mechanisms in the Department of Intercollegiate Athletics have been in place to review minority issues and programs. Evaluation of Department of Intercollegiate Athletics diversity activities is completed by the department’s senior administration and by the Athletics Board, through reports from the Equity Committee, which reports to it. As of September 2003, when Athletics was reorganized under the Office of the Senior Vice President, an annual report of the athletics program and annual reviews of its staff members are provided by the director of intercollegiate athletics and the associate athletics directors to the Office of the Senior Vice President, as had been submitted previously to the vice president for student affairs. This report allows additional oversight and evaluation for consistency with the department’s mission and Minority Equity Plan. The associate athletics director for academic support and student programs compiles proportionality data on minority versus majority student-athlete populations and annually submits these data to the NCAA and to senior administration at Marquette. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Department of Intercollegiate Athletics also uses this report for internal evaluation.
The associate athletics director for academic support and student programs evaluates and institutes many departmentally organized opportunities for student-athletes, coaches, administrators, and staff to serve disadvantaged children. These include a variety of camps and other outreach programs that serve primarily racial and ethnic minority segments of the Milwaukee community. The Department of Intercollegiate Athletics has shown an extensive, organized commitment to the institution’s urban mission since 1990. Since January 15, 1998, the target implementation date from the last self-study, numerous activities with inner-city youth and residents have been conducted by Marquette student-athletes, drawing high participation each year. For example, the women's tennis team offered clinics at the United Community Center to over 20 predominantly Hispanic children each year from 2001 to 2003. The men's and women's basketball teams provided clinics about proper life choices to at least 40 children at the Boys and Girls Clubs each year since 1998.

The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. The interviews ask specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised.

Minority student enrollment is closely monitored at the institutional level and in the Department of Intercollegiate Athletics. In fall 1997, the President’s Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. The Office of Enrollment Management reported to the vice president for academic affairs until fall 2002 when that vice presidential position was restructured into the position of provost. An associate provost heads the Office of Enrollment Management, which reports to the provost. Among its other responsibilities, the Office of Enrollment Management coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C. The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity.

B) The Office of Admissions watches closely for applications from prospective student-athletes and notifies coaches upon their receipt of the applications. The Office of Admissions advises coaches and the Department of Intercollegiate Athletics of potential academic, leadership, or service scholarships for which a student-athlete may qualify. Coaches, student-athletes, and their families work with the associate director in the Office of Student Financial Aid on need-based aid. If student-athletes do not fully meet admissions norms, a special athletics admission
committee, created in August 2000, reviews cases for possible admission. The associate athletics
director for academic support and student programs, the director of the Educational Opportunity
Program, the director of student educational services, and the dean of admissions serve on this
committee. This committee’s focus is not exclusively minority student-athletes. Applicants in
this pool are all at-risk based on Marquette’s admissions criteria, and this pool frequently
includes applicants from minority backgrounds.

The Department of Intercollegiate Athletics, the Office of Admissions, and the deans and
directors have continued to work together to recruit and retain student-athletes of color
throughout Marquette academic programs since the target implementation date of March 1998.
This effort has been an ongoing, evolving process. The coaches in the Department of
Intercollegiate Athletics perform most of the recruiting and notify the Office of Undergraduate
Admissions of their recruits. Two liaisons to the Department of Intercollegiate Athletics,
assigned by the Office of Undergraduate Admissions, enter the names of prospective student-
athletes into the university’s Peoplesoft database; this information includes self-identified
information about ethnic background. The Office of Admissions treats prospective student-
athletes as it treats all prospective students, sending general recruitment information about the
institution and its academic programs. The Office of Admissions also sends information about
multicultural pre-enrollment events to all prospective students of color, including student-
athletes of color. An example is multicultural brunches hosted by Marquette several times during
fall and/or spring recruitment events. This event was initiated in 1998. Prospective student-
athletes are also welcome to join other multicultural events such as the All-Aboard Program for
high school students in the Milwaukee and Chicago Public School Systems; All-Aboard is a
shadow program for schools with high concentrations of students of color. Multiple youth
summer programs and camps also provide young students exposure to Marquette. This exposure
assists in attracting future students and student-athletes of color to Marquette.
Examples of these programs include the following:

1) The Department of Intercollegiate Athletics holds many off-site, Milwaukee-area clinics, upon
request from an organization, school, or other community group. The external group might
contact a particular coach, who makes arrangements for a particular team clinic; if the external
request involves student-athletes from more than one team, the associate athletic director for
academic support and student programs organizes the clinic. The Department of Intercollegiate
Athletics offers sport-oriented clinics combined with discussions on such relevant topics as the
importance of getting an education, picking positive peer groups, and becoming successful in
athletics. For instance, the women's tennis team offered clinics at the United Community Center
to over 20 predominantly Hispanic children each year from 2001 to 2003. The men's and
women's basketball teams provided clinics about proper life choices to at least 40 children at the
Boys and Girls Clubs each year since 1998.

2) For over ten years, the summer National Youth Sports Program has provided six-week youth
sports and recreation programs for inner-city children. Enrollment in the program has grown
from 250 children its first year to approximately 500 children in summer 2004. The National
Youth Sports Program, administered by Marquette’s director of recreational sports, is free of
charge to all participants. Student-athletes make autobiographical presentations to program
participants, telling their own athletics stories from an age-appropriate perspective.
3) The men’s and women’s basketball teams have a long history of hosting basketball clinics for Milwaukee-area youth on Marquette’s campus, predating even the 1997 certification self-study. Scholarships are available for inner-city children who cannot afford to attend. Currently, these clinics serve approximately 2,000 boys and 400 girls each year.

4) The Student-Athlete Advisory Council consistently has taken a leadership role in facilitating service opportunities for student-athletes. Community service has been a primary focus of the organization in 2004-2005, encouraging student-athlete involvement in community service. This year, the Student-Athlete Advisory Council will grant a spirit award (yet unnamed) to the athletics team performing the most community service. This new award encourages and rewards student-athletes and their teams for their service, and reinforces the missions of the department and the university.

C) The university has actively sought diversity in the composition of its Athletics Board and committees since December 1, 1998. The minority composition of the Athletics Board has been 14% over the last three years. The Student-Athlete Advisory Council has maintained a 29% minority composition over the last three years, and the Equity Committee has had minority representation of at least 27% since 1998. (Appointments to the Equity Committee and Athletics Board are made by the Office of the Senior Vice President.) Representation on these athletics committees generally meets or exceeds the minority percentage among Marquette’s employees and student body; Marquette’s goal has been to maintain proportionality that, at minimum, reflects the minority composition of the university as a whole.

D) Since before its target implementation date of December 1, 1997, the Department of Intercollegiate Athletics has striven to recruit and hire from a pool of diverse applicants in order to progress toward its goal of hiring more minority employees. The Department of Intercollegiate Athletics has implemented a strategy to advertise Marquette job openings with the National Association of Collegiate Women Athletics Administrators (NACWAA), Black Coaches Association, WomensSportsJobs.com, NCAA, and the National Association of Collegiate Directors of Athletics. Marquette job opportunities are also posted locally in Milwaukee’s major metropolitan newspaper the Milwaukee Journal Sentinel; the Milwaukee Times, a free publication targeting African Americans; the Spanish Times; and in many other places such as the career services centers of Milwaukee Area Technical College and other technical schools. These varied sources provide wide access to potential minority applicants. The language used in most job postings is intended to attract minority and/or female candidates, including statements of equal opportunity, cultural diversity, and/or the mission of the university. Marquette uses an equal opportunity statement in all of its job postings. Its affirmative action statement is posted on the Human Resources Web site: “Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, sexual orientation, age, religion, disability, veteran's status, or national origin in its educational programs or activities, including employment and admissions. At the same time, Marquette cherishes its right and duty to seek and retain personnel who will make a positive contribution to its religious character, goals, and mission in order to enhance the Jesuit, Catholic tradition.” Support staff hiring is supervised by
Marquette’s Human Resources Department. The hiring process for administrators is supervised in the Department of Intercollegiate Athletics by the associate athletics director for internal operations/senior woman administrator, who is sensitive to hiring minority and female administrators and staff. In general the goal is to hire at least one minority coach in sports with teams that commonly have a higher minority composition, such as men’s and women’s basketball, and to have a workforce in the Department of Intercollegiate Athletics that reflects the minority composition of the university as a whole. The department maintains, and seeks to improve, its efforts to attract and recruit minority applicants for open positions.

E) Prior to September 2003, the Department of Intercollegiate Athletics was part of the Division of Student Affairs. Student Affairs has hosted several diversity training programs since February 1998, the target date of implementation from the previous NCAA certification self-study. Department of Intercollegiate Athletics staff members were invited to all of these programs. For example, Marquette participated in a national teleconference on February 4, 1999, “Racial Legacies and Learning: How to Talk about Race.” This program about racial sensitivity was co-sponsored by Marquette’s Office of Multicultural Concerns and the President’s Task Force on Diversity. On November 18, 1999, the Division of Student Affairs also sponsored an inservice featuring a panel of students that included the presidents of the larger multicultural student organizations. The students described their experiences as students of color at Marquette and responded to questions. All Division of Student Affairs staff, including Department of Intercollegiate Athletics staff, were invited to attend these programs. Despite the restructuring of reporting lines, the Office of the Senior Vice President has asked the Division of Student Affairs to continue to include athletics staff, as appropriate, in such training opportunities. The President’s Task Force on Diversity hosted other all-campus programs, including a dinner discussion in 2003.

The Department of Intercollegiate Athletics itself hosted two other diversity training programs for coaches, students-athletes, administrators, and staff. The associate athletics director for academic support and student programs has taken a leading role in organizing and coordinating these programs. The first was a pilot program called Diversity Circle given by two staff members from the University of Wisconsin–Parkside. This series of six workshops was held on October 27, November 3, 10, 17, 24, and December 2, 2003. Ten Marquette student-athletes and four Athletics staff members attended the weekly two-hour workshops. While the participants deemed the program and curriculum worthwhile, they found it difficult to attend the full workshop because of the extensive time commitment.

The second diversity training program hosted by Marquette Athletics was offered by NCAA staff to 148 Marquette student-athletes and 28 Department of Intercollegiate Athletics staff in spring 2004. Two facilitators offered a total of six four-hour workshops, five for Marquette student-athletes and one for staff. This two-day program was held January 26 and 27, 2004, and was very positively received. The department hopes this diversity program will become a regular part of departmental programming and has applied for continuation of the NCAA diversity workshop in 2004-2005. The department was not selected for 2004-2005 but will resubmit an application for 2005-2006.
During the first week of classes in each semester in 1999 and 2000, the Department of Intercollegiate Athletics also held a mandatory three-hour diversity sensitivity program for student-athletes, called SALAD (Student-Athletes Learning About Diversity).

Lastly, Marquette’s Gay-Straight Alliance organization is scheduled to provide workshops for student-athletes February 7, 8, 9, and 10, 2005, regarding sensitivity to sexual orientation. This mandatory, one-time, 90 minute workshop will be repeated four times on these dates to accommodate student-athlete schedules.

F) The Department of Intercollegiate Athletics has shown an extensive, organized commitment to the institution’s urban mission since 1990. Since January 15, 1998, the target implementation date from the 1997 self-study, numerous activities with inner-city youth and residents have been conducted by Marquette student-athletes, drawing high participation each year. These activities include the following:

1) The Department of Intercollegiate Athletics offers sport-oriented clinics combined with discussions on such relevant topics as the importance of getting an education, picking positive peer groups, and becoming successful in athletics. For example, the women’s tennis team offered clinics at the United Community Center to over 20 predominantly Hispanic children each year from 2001 to 2003. The men’s and women’s basketball teams provided clinics about proper life choices to at least 40 children at the Boys and Girls Clubs each year since 1998.

2) For over ten years, the summer National Youth Sports Program has provided six-week youth sports and recreation programs for inner-city children. Enrollment in the program has grown from 250 children its first year to approximately 500 children in summer 2004. The National Youth Sports Program, administered by Marquette’s director of recreational sports, is free of charge to all participants. Student-athletes make autobiographical presentations to program participants, telling their own athletics stories from an age-appropriate perspective.

3) The men’s and women’s basketball teams have a long history of hosting basketball clinics for Milwaukee-area youth on Marquette’s campus, predating even the 1997 certification self-study. Scholarships are available for inner-city children who cannot afford to attend. Currently, these clinics serve approximately 2,000 boys and 400 girls each year.

4) The Student-Athlete Advisory Council consistently has taken a leadership role in facilitating service opportunities for student-athletes. Community service has been a primary focus of the organization in 2004-2005, encouraging student-athlete involvement in community service. This year, the Student-Athlete Advisory Council will grant a spirit award (yet unnamed) to the athletics team performing the most community service. This new award encourages and rewards student-athletes and their teams for their service, and reinforces the missions of the department and the university.

4.2.3 - Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle
certification decision was rendered by the Committee on Athletics Certification.

The university has made significant changes to enhance minority and multicultural student recruitment programs. The programs and activities cited here are not just for student-athletes, but are intended to enhance diversity across campus and to improve the experience for all students, including student-athletes.

Two minority recruiters in the Office of Admissions have been assigned to focus on recruitment of students from minority backgrounds. Both have experience recruiting students of color and have enriched the university’s multicultural recruitment events. The President’s Task Force on Diversity received its charge in fall 1997 to monitor minority issues on campus and to make recommendations to the university president. Many task force recommendations have been adopted, including approval for hiring an assistant provost for diversity who will be assigned to the Office of the Provost and will act as a university-wide resource for diversity issues. The President’s Task Force completed its charge in 2004. In October 2004, the university sought applications for the diversity administrator position. The specific focus of this position will be minority student recruitment, minority faculty and staff hiring, and campus climate issues. This search is in process. The top tier of candidates has been identified from a large candidate pool, and interviews are being scheduled during late January and February 2005.

* A Human Dignity and Diversity Statement, approved on June 1, 1998, is now posted on Marquette’s Web site. This statement was developed at the recommendation of the President’s Task Force on Diversity.

* The Urban Scholars program is a major fundraising campaign to raise endowed scholarships to support disadvantaged students.

* The Marquette Advantage program annually awards institutional grant funds totaling $500,000 to undergraduate students who have demonstrated significant need; it is one of several grant programs available from institutional, private, and governmental sources that support Marquette’s desire for diversity, while also helping make Marquette University accessible to all students with need.

* The university also funds curriculum enhancement grants to support building diversity into Marquette curricula.

* A Ethnic Alumni Association was founded in 2002 to mentor students of color and to raise funds to support scholarships for minority students.

* In 2004, annual university funding for the Educational Opportunity Program was increased by $120,000 to assist in retaining disadvantaged students.

4.2.4 – Marquette is not required to answer this question, per the direction of the NCAA.

4.2.5 - Explain how the institution is organized to further its efforts related to the minority-
issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

As was recommended by the President’s Task Force on Diversity in 2003, Marquette University’s president announced in May 2004 that a new position of assistant provost for diversity will be created to monitor and address diversity issues. The assistant provost will report to the provost.

Furthermore, the Department of Intercollegiate Athletics Equity Committee is charged with monitoring gender and minority equity issues. In addition, both Human Resources and the Department of Intercollegiate Athletics monitor minority issues through exit interviews of employees and student-athletes, respectively. While the Human Resources exit interview form does not directly ask employees about diversity issues, questions about opportunities for work advancement, equitable treatment, working conditions, communication, and morale may provide insight into diversity issues. In face-to-face follow-up interviews, the human resources affirmative action officer asks additional questions about diversity and other issues if the completed form and/or the employee indicate concerns. She follows up with current Marquette employees about allegations, or she may further investigate any complaint of racial inequity. The senior vice president, provost, the vice president and general counsel, and the associate vice president of human resources all read the exit interview forms.

In October 2002, the university created an ombuds position that mediates and addresses a variety of issues, including diversity, that are brought to her attention by current employees or students. Since 2002, the associate athletics director for internal operations/senior woman administrator has performed exit interviews of Department of Intercollegiate Athletics employees. She reports that no incidents of minority inequity in athletics have surfaced.

The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. These interviews ask specific questions on diversity and gender: “As a minority student or woman in intercollegiate athletics, did you have a special needs? Were they met? In what ways were they met? Are there any suggestions for improvement?” The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews. Members of the Equity Subgroup of the Equity and Student-Athlete Welfare Subcommittee for the 2004-2005 NCAA Recertification Self-study have read all 2003-2004 senior student-athlete exit interviews and report that no issues regarding minority equity were raised by any of the student-athletes.

4.2.6 - For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full and part-time professional (i.e.,
non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full and part-time head coaches; full and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

Data for senior administrative athletics department staff members and other professional staff for 2000-2001, 2001-2002, and 2002-2003 are shown in Attachment 1, Part A. In summary, the Department of Intercollegiate Athletics had only four senior administrative positions during the three reporting years with no ethnic diversity among these positions. In comparable positions within the university as a whole, minority representation is higher than in the Department of Intercollegiate Athletics, but still low overall, ranging from 3 to 6% over the three reporting years. Although the Department of Intercollegiate Athletics has no specific numerical goals for workforce diversity, the director of intercollegiate athletics and the associate athletics directors agree that a general goal is for minority representation in the department to be roughly proportionate to that in the university as a whole. However, the low number of senior administrators in the Department of Intercollegiate Athletics and low job turnover have not provided significant opportunity for minority hiring, and therefore there has been limited opportunity to increase minority percentages in this category. See also Attachment 1, Part A.

Among other professional staff, minority representation in the Department of Intercollegiate Athletics ranged from 9.8 to 13.2% over the three reporting years. These percentages approximated university-wide percentages over the same period for the comparable category of employees. The Department of Intercollegiate Athletics has made significant progress in minority hiring in the “other” professional staff category since the 1997 NCAA certification self-study when it had no minorities in this category. Counts of other professional staff show six minority staff members in each of the three reporting years. This translates into minority percentages in the Department of Intercollegiate Athletics of 13.2% (2000-2001), 12.8% (2001-2002), and 9.8% (2002-2003) in those three years. The minority composition in Department of Intercollegiate Athletics professional staff, approximates the minority representation overall in the university which was 14.4% (2000-2001), 13.2% (2001-2002), and 11.8% (2002-2003).

In summary, minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop. The department’s goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men’s and women’s basketball which have historically had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.
In the head coaching ranks, no ethnic diversity is currently present; however, among assistant coaches minority composition exceeds minority percentages in comparable jobs within the university as a whole. Minority percentages of Marquette assistant coaches have ranged from 26.6 to 33.3% during the three reporting years. The limited turnover in head coaching positions since 1997 has afforded little opportunity to diversify the head coaching ranks. Minority representation among assistant coaches has been 33.3% (2000-2001), 33.3% (2001-2002), and 26.6% (2002-2003). These percentages exceed that of the university as a whole for both administrators and professional staff, as cited above. See also Attachment 1, Part A.

Finally, the minority composition of the Athletics Board (14%), and Equity Committee (27%) exceeds the minority percentages of the university, demonstrating an ongoing commitment to minority representation. The Minority Equity Plan from the 1997 certification self-study specified the goal: “ensure minority representation on all athletics-related committees within the university such as the Athletics Board…and the Minority Equity Committee.” See also Attachment 1, Part A.

4.2.7 - For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Data for the three most recent years on racial and ethnic composition for student-athletes receiving athletics aid versus the general student population are found in Attachment 1, Part B. In summary, minority percentages for minority student-athletes have ranged from 13.2 to 10.3% over the three reporting years. Minority student-athlete composition has been within 2.8% of the minority representation in the university as a whole over that same period.

Minority student enrollment is closely monitored both institutionally and in the Department of Intercollegiate Athletics. In fall 1997, the President’s Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers, and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. As of spring 1998, the Office of Enrollment Management is headed by the associate provost for enrollment management, who reports to the provost. The Office of Enrollment Management, among its other responsibilities, coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C. The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity.

In the Department of Intercollegiate Athletics, the associate athletics director for academic support and student programs is responsible for compiling and reporting minority data to the NCAA and to senior administration at Marquette. He also assesses service activities which enhance cultural diversity efforts within the department, and between the Department of Intercollegiate Athletics and the community. The Equity Committee is responsible for reviewing...
the Minority Equity Plan and for advising the Athletics Board and, through the Board, the Office of the Senior Vice President about gender and diversity issues.

An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. Minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

See also Attachment 1, Parts B and C.

4.2.8 - For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Racial data on student-athlete athletics aid by sport are shown in Attachment 1, Part C. In summary, men’s and women’s basketball have higher minority percentages than the other sports. Particular ethnic groups, such as Native American and Asian students, have lower representation in Marquette sports. These minor differences are viewed as reflective of the specific ethnic minority percentages commonly participating in these sports at the national level. An assessment of trends in the minority composition of various Marquette sports teams shows that men’s and women’s basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Native American and Asian student-athlete participation is generally lower than Native American and Asian enrollment at Marquette. Nationally, fewer people from these ethnic groups participate in sports. These minor differences are viewed as reflective of the ethnic minority percentages participating in sports that Marquette offers. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review and analysis of minority composition by sport, including a written report to the Athletics Board. See also Attachment 1, Part C.

4.2.9 - Using the program areas for minority issues, provided as Attachment No. 3, please
   a) Describe how the institution has ensured a complete study of each of these areas,
   b) Provide data demonstrating the institution’s commitment across each of these areas,
c) Identify areas of deficiency and comment on any trends, and
d) Explain how the institution’s future plan for minority issues addresses each of the areas.

The information for the eight specified program areas follows below as 4.2.9.1-4.2.9.8.

**INSTITUTIONAL AND ATHLETICS COMMITMENT - Development and maintenance of written statements that address the issues of diversity.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. **MISSION STATEMENT.** The university’s Office of Mission and Identity reviews issues of mission and diversity, and promotes activities that support and reinforce the principles therein throughout university life. The mission statement was created through an all-university process in the mid-1990s with broad university input and was approved by the Board of Trustees. The statement appears in official university publications including *At Marquette*, the student handbook.

**STATEMENT ON HUMAN DIGNITY AND DIVERSITY.** The President’s Task Force on Diversity was charged with reviewing and making ongoing recommendations on all issues of diversity, with broad-based campus support. The task force created the Statement on Human Dignity and Diversity, which the president and the University Administrative Committee approved on June 1, 1998. The statement appears in official university publications including *At Marquette*, the student handbook.

**DEPARTMENT OF INTERCOLLEGIATE ATHLETICS MISSION STATEMENT.** The Department of Intercollegiate Athletics has posted its mission statement on its Web site. The statement is publicly espoused by the director of intercollegiate athletics at many Department of Intercollegiate Athletics events: “Our mission is to strive for excellence in academics, athletics, leadership, and service to others in the Jesuit tradition, while embracing equity in opportunity, good sportsmanship, and ethical conduct.” Clearly, the elements of equity and service to others
support the goals of minority equity.

**MINORITY EQUITY PLAN.** The department reviewed, approved, and implemented the Minority Equity Plan that arose from the 1997 NCAA certification self-study process. The 1997 Minority Equity Plan was written by the equity subgroup of the NCAA certification steering committee and approved by the department’s Equity Committee on April 23, 1999. Equity Committee minutes for April 23, 1999, report that the department’s coaching staff also reviewed and approved the Minority Equity Plan.

The Minority Equity Plan presented here was developed by the Minority Equity Subcommittee of the 2004-2005 NCAA Recertification Self-study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The NCAA Recertification Self-study Steering Committee, including representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees, has approved the plan. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. The plan was approved by the Department of Intercollegiate Athletics and reviewed by the Equity Committee on September 14, 2004; the committee will continue to monitor progress towards the plan. Minority and gender equity data and activities were also discussed at the November 11, 2004, Athletics Board meeting with few comments or suggestions. In spring 2005, the Athletics Board and Equity Committee will review for final commentary the draft copies of the NCAA report and Minority Equity Plan that were made public on the university’s Web site in December 2004.

c. There were no areas of deficiency with respect to written statements supporting diversity, and the statement on human dignity and diversity is new since the 1997 self-study was submitted.

d. The department will focus on using the minority equity plan to guide its continued activity in the area of minority equity.

**EVALUATION - Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee
and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

Evaluation of Department of Intercollegiate Athletics diversity activities is completed by the department’s senior administration and by the Equity Committee, which reports to the Athletics Board. An annual report of the athletics program and annual reviews of its staff members are provided to the vice president overseeing the department by the director of intercollegiate athletics and the associate athletics directors. (Prior to fall 2003, the reports were submitted to the vice president for student affairs. As of fall 2003, the reports are submitted directly to the Office of the Senior Vice President.) The report includes an update of progress toward annual goals as well as new goals for the coming year. The report allows additional oversight and evaluation for consistency with the department’s mission and Minority Equity Plan. The associate athletics director for academic support and student programs compiles a report for the NCAA on minority student-athlete composition. The department also uses this report for internal evaluation.

The associate athletics director for academic support and student programs also evaluates and institutes many departmentally organized opportunities for student-athletes, coaches, administrators, and staff to serve disadvantaged children. These include a variety of camps and other outreach programs which serve primarily racial and ethnic minority segments of the Milwaukee community. This outreach is included in the Department of Athletics annual report.

Finally, the Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. Interviews include questions on diversity and gender: “As a minority student or woman in intercollegiate athletics, did you have an special needs? Were they met? In what ways were they met? Are there any suggestions for improvement?” The director of intercollegiate athletics, the associate athletics director for academic support and student programs, the associate director for internal operations/senior woman administrator, the assistant athletics director for compliance, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor the responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised. Members of the Equity Subgroup of the Equity and Student-Athlete Welfare Subcommittee for the 2004-2005 NCAA Recertification Self-study have read all 2003-2004 senior student-athlete exit interviews and report that no issues regarding minority equity were raised by any of the student-athletes. Upon occasion, some minority student-athletes have expressed the wish that the university had more minority students on campus, in both classroom and social settings.

The new Minority Equity Plan calls for at least semiannual meetings of the Equity Committee to review diversity and gender issues and to provide an annual report to the Athletics Board, which considers a wide-range of departmental issues, including equity. The Athletics Board is advisory
to the Office of the Senior Vice President.

b. These procedures demonstrate commitment to evaluation of activities that coincide with the several institutional and departmental written commitments to diversity.

c. The department will continue its internal evaluation of the consistency of activities relative to written commitments to diversity. Recognizing the value of regular input from a broad range of stakeholders, the department will support semiannual meetings of the Equity Committee as outlined in the plan.

d. The new Minority Equity Plan calls for at least semiannual meetings of the Equity Committee to review diversity and gender issues and to provide an annual report to the Athletics Board, which considers a wide-range of departmental issues, including equity. The Athletics Board is advisory to the Office of the Senior Vice President.

**ORGANIZATION AND STRUCTURE - Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. The university has an overarching structure to review policies, organizations, and activities that generally affect diversity on campus without specific regard to the Department of Intercollegiate Athletics. The Office of Mission and Identity and the President’s Task Force on Diversity have studied and made recommendations about diversity on campus since the last self-study. The assistant provost for diversity will assume many duties related to these recommendations, once appointed. Also, as a part of Marquette’s Affirmative Action Plan, the assistant director of human resources compiles statistics and an annual report on the minority and gender composition of faculty, administrators, and staff. This report is submitted to the Office of the Provost. Within the Department of Intercollegiate Athletics, the Equity Committee provides assessment and feedback on policies that affect diversity.
The Equity Committee held regular meetings beginning in 1997 and continuing into 2000. By 2000, substantial progress had been made with respect to both gender equity and minority equity issues, and the committee did not meet again until 2004. During this time, athletics attended to this important issue, with oversight from the offices to which the department reported—the Office of the Vice President for Student Affairs and, later, the Office of the Senior Vice President. Recognizing the benefit of regular input from a broad range of stakeholders, the Equity Committee was reconstituted in June 2004 and has had one meeting since September 2004, with another meeting scheduled for spring 2005. This committee has been given a clear charge from the Office of the Senior Vice President and is committed to upholding this charge. Part of the Equity Committee’s charge is to help the department monitor the equity plans. The committee’s broad-based membership consists of faculty, administrators, and students. The committee assists senior administrators in the Department of Intercollegiate Athletics with evaluating and developing ethnic and gender diversity efforts. The Equity Committee annually assesses equity data, monitors progress towards the Gender and Minority Equity Plans, and compiles an annual written report submitted to the Athletics Board. The Athletics Board has broad-based participation and, among its other duties, reviews the Equity Committee report, adding its own commentary on equity issues. The new Minority Equity Plan calls for the university’s assistant provost for diversity to be a member of the Department of Intercollegiate Athletics Equity Committee.

c. The university has an overarching structure to review policies, organizations, and activities that generally affect diversity on campus without specific regard to the Department of Intercollegiate Athletics. The Office of Mission and Identity and the President’s Task Force on Diversity have studied and made recommendations about diversity on campus since the last self-study. One recommendation was to create the position of assistant provost for diversity. That recommendation was accepted and a search is in process. The person appointed will assume many duties related to this area.

d. The Office of Mission and Identity includes a focus on diversity in its activities and will continue to do so. The assistant provost for diversity will assume many duties related to the area of diversity once that person is appointed. The assistant director of human resources will continue to compile statistics and an annual report on the minority and gender composition of faculty, administrators, and staff as a part of Marquette’s Affirmative Action Plan. The department will carry out its Minority Equity Plan and make efforts to progress on goals of education and hiring.

**ENROLLMENT - Goals of the institution for enrollment of minority students and minority student-athletes.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the
departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Minority student enrollment is closely monitored at the institutional level and in the Department of Intercollegiate Athletics. In fall 1997, the President’s Task Force on Diversity charged its Enrollment and Retention Subgroup with the task of regularly assessing minority enrollment numbers and evaluating campus climate and other issues that affect retention. The Task Force and its subgroups also planned and hosted events which fostered enrollment and retention. The Office of Enrollment Management reported to the vice president for academic affairs until fall 2002 when that vice presidential position was restructured into the position of provost. The associate provost heads the Office of Enrollment Management, which reports to the provost. Among its other responsibilities, the Office of Enrollment Management coordinates all diversity efforts relative to the Office of Student Financial Aid, the Educational Opportunity Program, the Office of Undergraduate Admissions, and Student Retention Services. The Offices of Admissions and Enrollment Management provide and monitor data on minority composition identical to that presented in Attachment 1, Parts B and C.

The Office of Admissions submits plans for diversity enrollment. These units collectively work to promote diversity. For example, in 2003, total applications and enrollment increased dramatically; however, minority applications and enrollment lagged behind that of majority students. Accordingly, minority composition in the freshman class actually decreased slightly for the first time in memory. The Offices of Admissions and Enrollment Management and the President’s Task Force on Diversity were instrumental in alerting the university to this change and in leading key campus-wide discussions to prevent it from becoming a trend. As a result, minority enrollment became a high priority and a major discussion topic within the University Leadership Council. The university devised a multifaceted strategy to address this issue including the creation of the Marquette Advantage Program. This program is supported by institutional grant funds and distributes these funds to undergraduate students who have demonstrated significant need; it is one of several grant programs available from institutional, private, and governmental sources that support Marquette’s desire for diversity, while also assisting in making Marquette accessible to all students with need. Student-athletes with financial need have access to these dollars just as any other student who might qualify. Applications from minority students increased by 50% in 2004, with a 20% increase in the number of students of color accepted. This resulted in an increase in freshman minority enrollment from 11.9 to 12.9% of the entering class. The university is currently devising additional strategies to further increase minority enrollment for 2005.

In the Department of Intercollegiate Athletics, the associate athletics director for academic support and student programs is responsible for compiling and reporting minority data to the NCAA and to senior administration at Marquette. He also assesses service activities which
enhance cultural diversity efforts within the department, and between the Department of Intercollegiate Athletics and the community. The Equity Committee is responsible for reviewing the Minority Equity Plan and advising the Athletics Board and, through the Board, the Office of the Senior Vice President about gender and diversity issues.

An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. During the three report years, minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Our student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

c. An assessment of trends in the minority composition data of Marquette student-athletes on scholarship shows that the percentage of minority student-athletes approximates that of the student body as a whole. During the three report years, minority composition overall in the university was 12.5% (2000-2001), 12.5% (2001-2002), and 13.1% (2002-2003) over the three reporting years, while minority representation among student-athletes was 12.2% (2000-2001), 13.2% (2001-2002), and 10.7% (2002-2003). Our student-athlete enrollment generally reflects that of the university as a whole, as shown in data in Attachment 1, Part B. The university continues to seek strategies to further increase minority enrollment.

d. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board. The Athletics Board reports annually to the Office of the Senior Vice President.

COMPARISON OF POPULATIONS - Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the
important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. The associate athletics director for academic support and student programs compiles data on minority versus majority student-athlete populations and annually submits these data to the director of intercollegiate athletics. An assessment of trends in the minority composition of the various sports teams shows that men’s and women’s basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Lower Native American and Asian student-athlete participation in sports generally is reflected at Marquette, where there are fewer Native American and Asian student-athletes than students generally.

These minor differences are viewed as reflective of the ethnic minority percentages participating in Marquette sports offerings as a whole. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board.

c. There is no evidence of discrimination through the recruitment practices of the institution. An assessment of trends in the minority composition of the various sports teams shows that men’s and women’s basketball have higher minority percentages than the other sports, particularly higher African American enrollment. Lower Native American and Asian student-athlete participation in sports generally is reflected at Marquette, where there are fewer Native American and Asian student-athletes than students generally.

d. The new Minority Equity Plan calls for the Equity Committee to conduct an annual review of minority composition by sport, including an analysis and written report to the Athletics Board.

**PARTICIPATION IN GOVERNANCE AND DECISION MAKING - Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.**

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the
important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Student-athletes are active participants in governance. The Student-Athlete Advisory Council provides regular feedback to the department and organizes service learning activities in cooperation with the associate athletics director for academic support and student programs, who serves as the advisor for this group. Student-athletes elect representatives to the Student-Athlete Advisory Council, and these elected representatives address minority issues.

Moreover, the Student-Athlete Advisory Council president and another Student-Athlete Advisory Council representative serve on the Athletics Board. At the November 11, 2004, Athletics Board meeting, the student-athlete representatives to the Board reported on progress involving issues of student welfare. Similarly, minority student-athlete representation on the Equity Committee provides insight on minority and gender equity issues from the student-athletes’ perspective.

Many Student-Athlete Advisory Council activities serve underserved, disadvantaged, and minority segments of the local community. These activities offer student-athletes exposure to diverse populations and leadership opportunities in organizing and executing projects developed within the Student-Athlete Advisory Council.

Exit interviews also provide student-athlete input into the department’s policies and procedures. A written interview with oral follow-up with Department of Intercollegiate Athletics personnel provides information on student-athlete satisfaction with their experience and valuable suggestions for change in the future.

The associate athletic director for academic services recommends minority student-athletes for the National Leadership Conference. Two of the four student-athletes he nominates to attend this conference each year must be from minority backgrounds. The nominees must submit an application. At least three Marquette minority student-athletes have attended this conference in recent years. The new Minority Equity Plan recommends that minority student-athletes be considered for annual appointment to the Athletics Board and to the Equity Committee.

Minority student-athletes also influence departmental policy through the senior exit interview process. The Department of Intercollegiate Athletics performs exit interviews with student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires. The interview asks specific questions on diversity and gender. The director of intercollegiate athletics, the associate athletics director for academic support and student programs, the associate director for internal operations/senior woman administrator, the assistant athletics director for compliance, the coordinator of academic services, and the faculty athletics representative perform these interviews and monitor responses. Results of exit interviews are shared with head coaches, particularly when problems are identified. The assistant senior vice president reviews all student-athlete interviews and reports that no major minority issues have been raised.
c. There are opportunities for minority student-athletes to participate in the governance and decision-making processes of the athletics department. Minority student-athletes also have the opportunity to voice opinions and have informal input, and they report comfort in approaching athletics staff. Minority student-athletes are encouraged to participate in on-campus leadership opportunities and in national leadership opportunities in addition to the leadership experience gained through participation in intercollegiate athletics.

d. Marquette will continue to provide opportunities for and encourage minority student-athlete participation in governance and leadership. The Equity Committee will review participation annually.

EMPLOYMENT OPPORTUNITIES - Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. The Department of Intercollegiate Athletics has no specific numerical goals for workforce diversity. The director of intercollegiate athletics and associate athletics directors agree that a general goal is for minority representation in the department to be roughly equivalent to that in the university population as a whole. The low number of senior administrators at Marquette with little job turnover has provided limited opportunity for minority hiring and therefore has not generated an increase in minority percentages in this category. Thus, no ethnic diversity exists at the senior administrative level. However, minority representation overall in Marquette senior administration is somewhat low, at 6% (2000-2001), 6% (2001-2002), and 3% (2002-2003) during the three reporting years.

The Department of Intercollegiate Athletics has made significant progress in minority hiring in the “other” professional staff category. Counts of other professional athletics staff show five minority staff members in two of the three reporting years and four minority staff members in the
third year. This translates into minority percentages in the Department of Intercollegiate Athletics of 13.9% (2000-2001), 12.8% (2001-2002), and 10.8% (2002-2003) during the three reporting years. (There were no minorities in this category during the last NCAA certification self-study in 1997.) The minority composition in Department of Intercollegiate Athletics professional staff cited above approximates the minority representation overall in the university, which was 14.4% (2000-2001), 13.2% (2001-2002), and 11.8% (2002-2003) during the three reporting years.

No ethnic diversity exists among Marquette’s nine head coaches. The limited turnover in head coaching positions since 1997 has afforded little opportunity to diversify the head coaching ranks. Minority representation among assistant coaches was 33.3% (2000-2001), 33.3% (2001-2002), and 26.6% (2002-2003) during the three reporting years. These percentages exceed that of the university as a whole for both administrators and professional staff, as cited above.

In summary, minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop. (Marquette has aggressively sought ways to control expenses, including a practice of restricting the number of non-faculty employees throughout the university. This policy generally has meant that new employees are sought when a position becomes vacant, and there has been relatively low attrition.) The department’s goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men’s and women’s basketball, which historically have had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.

c. Minority representation among student-athletes, athletics professional staff, and assistant coaches is equal to or exceeds the minority composition of the university student body and its workforce. Some areas in which to increase minority pools for employment and application include senior administration and head coaching ranks, as openings develop.

d. The department’s goal is to have at least one head or assistant coach from a minority background for sports that include significant numbers of minority student-athletes. This goal is ongoing for sports such as men’s and women’s basketball, which historically have had at least one African American coach in each sport. The new Minority Equity Plan recommends an annual review of minority and majority employment numbers by the Equity Committee; this review will also be included in the written report to the Athletics Board, and the Athletics Board will report to the Office of the Senior Vice President.

PROGRAM AND ACTIVITIES - Establishment of programs that address the needs and issues affecting minority student-athletes.
a. The institution attends to the study of these program areas through review and analysis of reports prepared for the NCAA, through annual written reports prepared for the Office of the Senior Vice President, in which progress toward annual goals is discussed, and through exit interviews. Less formally, presence in the facilities where student-athletes gather, meetings with coaches and student-athletes and participation at the bi-weekly meetings of the Student-Athlete Advisory Council help provide a sense of any dissatisfaction or lack of equity. In preparation for the self-study all of these mechanisms were employed in order to review the information at the departmental level and at the level of the steering committee and its subcommittees. These groups included representatives from a range of campus constituencies. One goal of the new plan that has already been implemented is the reconstitution of the campus-wide Equity Committee and a revised charge for the Athletics Board. Both of these groups will help monitor the important issues of gender and minority issues. A new effort currently in the planning stages involves a study of the student-athlete experience that will further inform the department about the student-athletes’ perspective of their experiences. Any emerging issues can then be addressed.

b. Because of the university’s commitment to diversity and its mission to serve others, Marquette has many programs to address the needs of minority students. The university’s Multicultural Center is a gathering place for students from different ethnic backgrounds and ethnic organizations, and sponsors programs related to diversity. From 1997 to 2000, the Recruitment and Retention subgroup of the President’s Task Force on Diversity evaluated campus climate, composed written reports, and made recommendations to the larger task force. This subgroup also hosted various forums for students, such as a Race 101 panel and discussion in December 2003 and a meet and greet reception in spring 2004 for students of color to meet faculty and administrators with common interests in diversity. Student Educational Services, the Educational Opportunity Program, and the Health Careers Opportunity Program all provide academic support, with the latter two serving primarily students of color. The new assistant provost for diversity will help establish, develop, and monitor university-wide diversity programming.

Department of Intercollegiate Athletics senior administration and the Equity Committee evaluate issues, activities, and programs that affect gender and diversity issues. The recent diversity training program organized by the associate athletics director for academic support and student programs is an example of the department’s efforts to establish a diversity program for the benefit of student-athletes and all employees in the department. Finally, the department coordinates many service opportunities for student-athletes to serve the community, focusing on racial and ethnic minority segments of the Milwaukee area. The Minority Equity Plan calls for the Equity Committee to provide an annual assessment of issues and programs that relate to minority student-athletes which will be included in the report to the Athletics Board.

c. While there are a number of programs offered across the university, the department intends to offer a regular educational program on diversity to student-athletes and employees. The new assistant provost for diversity will help establish, develop, and monitor university-wide diversity programming.

d. The Minority Equity Plan calls for the Equity Committee to provide an annual
assessment of issues and programs that relate to minority student-athletes which will be included in the report to the Athletics Board.

4.2.10 - Using the “plan for improvement” section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.
### 2004-2005 Minority Equity Plan

<table>
<thead>
<tr>
<th>Issues</th>
<th>Measurable Goals</th>
<th>Action Steps</th>
<th>Those Responsible</th>
<th>Timetable</th>
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<tr>
<td>Accountability to Stakeholders for Minority Equity.</td>
<td>The Department of Intercollegiate Athletics Equity Committee will hold meetings at least twice annually. The Equity Committee will analyze minority data and provide an annual minority (and gender) equity report to Athletics Board. The Athletics Board will hold meetings at least twice yearly.</td>
<td>The Equity Committee chair will set the agendas for review of minority and gender equity issues. The director of intercollegiate athletics and the associate athletics directors will be responsible for acting on specific equity issues and for reporting these to the Equity Committee. The associate athletics directors for internal operations and for academic support and student programs will collect data for the Equity Committee’s annual report. The Equity Committee chair and the senior woman administrator will annually report to the Athletics Board on the committee’s work. The Athletics Board will evaluate the minority equity data and provide an annual assessment, submitted by the chair, to the Office of the Senior Vice President. The Athletics Board will review, comment upon, and forward the Equity Committee’s annual report to the Office of the Senior Vice President. The Office of the Senior Vice President will annually review the Athletics Board’s commentary and the Equity Committee’s report on minority and gender issues.</td>
<td>The Office of the Senior Vice President, in consultation with the provost, will assign members to the Equity Committee. Equity Committee representatives will meet annually with the Office of the Senior Vice President to identify potential candidates for the Equity Committee and the Athletics Board. The Equity Committee chair will be a member of the faculty or academic administration, as selected by the Office of the Senior Vice President. Athletics Board chair will report to the Office of the Senior Vice President.</td>
<td>September 2004 and ongoing.</td>
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<td>Low minority representation in head coaching and senior administration.</td>
<td>The Department of Intercollegiate Athletics will seek to increase the minority applicant pool for its positions, particularly for head coaching and senior administrator positions.</td>
<td>As positions become available, the Athletics Department will implement its advertising plan intended to reach candidates of color. Language to encourage minority applicants will be included in all postings. The associate athletics director for internal operations/senior woman administrator will consistently aim hiring advertisements and postings toward candidates with experience with minority and disadvantaged students, especially for head coaching and senior administrative openings. The department will continue to advertise positions in a variety of</td>
<td>athletics director, the senior associate athletics director, and the associate athletics director for internal operations/senior woman administrator.</td>
<td>Implement as vacancies arise (because of Marquette’s current “position freeze” status).</td>
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publications and organizations that have high minority readership or membership.
The Equity Committee will make recommendations about minority equity and monitor progress toward minority hiring for senior administration, professional staff, and coaching ranks. Department of Intercollegiate Athletics employment data will be monitored and compared against that of the university as a whole for comparable positions.

| Other areas pertaining to minority equity will be monitored | Continue to monitor areas of equity related to departmental and institutional commitment and enrollment, participation in governance and decision-making, and programs and activities that address the needs and issues affecting minority student-athletes. | The Equity Committee will continue to meet twice each year, and more if indicated, to review annually the university’s and department’s commitment to minority issues and monitor any changes to mission or diversity statements that might affect the Department of Intercollegiate Athletics’ commitment to diversity. The committee will also assess and monitor minority student-athlete enrollment data against the university as a whole and by sport to identify potential inequities and to monitor trends. Departmental policies that affect minority issues will be monitored and reviewed by the Equity Committee. The Equity Committee will monitor and annually assess minority member and minority student-athlete representation in governance and leadership positions, as it relates to the Student-Athlete Advisory Council, student leadership conferences, the Athletics Board, and the Equity Committee. The Equity Committee will assess the availability of programs that affect minority student-athletes, such as cultural sensitivity training and multicultural educational programs and social events. The committee will also monitor student-athlete service opportunities to inner-city youth, consistent with the missions of the Department of Intercollegiate Athletics and the university. | Vice provost for diversity, dean of admissions, Office of the Senior Vice President, Student Affairs offices (particularly Student Development), director of intercollegiate athletics, associate athletics director for academic support and student programs. | At least annually. |
4.2.11 - Describe the institution’s efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through broad based participation.

The Minority Equity Plan presented here was developed by the Equity Subgroup of the Equity and Welfare Subcommittee of the 2004-2005 NCAA Recertification Self-Study Steering Committee. Members of the subcommittee included representatives from the following constituencies: student-athletes, students, coaches, administrators, faculty, and alumni. The plan was reviewed by the steering committee, which included representatives from the same constituencies as well as Jesuits and a member of the Board of Trustees. The plan has been reviewed by the Office of the General Counsel and approved by the Office of the Senior Vice President. It has been reviewed for commentary by the Equity Committee and Athletics Board and will be reviewed again by these two bodies in spring 2005.

Student-Athlete Advisory Council representatives will regularly give reports to the Athletics Board on equity and student welfare issues. This occurred most recently at the November 11, 2004, meeting of the Athletics Board.

The Athletics Board annually reviews a report from the Equity Committee (which most recently included the 2004-2005 Minority Equity Plan), and provides written evaluation to the Office of the Senior Vice President. The Minority Equity Plan was posted for review on the university’s Web site with the full 2004-2005 NCAA Recertification Self-study draft in December 2004, to allow the student body, faculty, administrators, and the university’s public constituents to provide commentary on the plan. The final report will be posted on the university’s Web site in spring 2005 to allow for ongoing comment.

4.2 Minority Issues - Evaluation

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<tr>
<th>Question</th>
<th>Currently Yes</th>
<th>Currently No</th>
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<tbody>
<tr>
<td>Has the institution implemented its approved minority-opportunities plan from the previous self-study?</td>
<td>✗</td>
<td>✗</td>
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<tr>
<td>Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully?</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution</td>
<td>✗</td>
<td>✗</td>
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| maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? |
| Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? |

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)?

- Yes
- No
Operating Principle 4.3 -- Student-Athlete Welfare

Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes is a basic principle of the Association. Consistent with this fundamental principle, the institution shall:

a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students.

b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.

c. Have established grievance or appeal procedures available to student-athletes in appropriate areas.

d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for each of its student-athletes.

Self-study Items

4.3.1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original “corrective action,” “condition” or “strategy” imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No “corrective actions,” “conditions for certification,” or “strategies for improvement” were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision.

4.3.2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the
element does not affect conformity with an operating principle.

The institution has taken action in the following three areas for improvement identified in the 1997 first-cycle self-study certification report:


2004-2005 Update: By December 1, 1997, student-athletes no longer drove vans or other vehicles to Department of Intercollegiate Athletics-sponsored or student-athlete-related activities. Transportation to games and meets is primarily by bus or other vehicles. When 15-passenger vans must be used, they are driven by coaches or team managers, not student-athletes; the use of 15-passenger vans is currently under review by the university.

2. [from the 1997 NCAA Certification Self-study] Athletics practice facilities will become insufficient at the end of the 1996-1997 academic year when university access to the 37th Street field terminates. Inadequate facilities will affect practice times and increase student-athlete travel time to and from practice sites. Completion date: December 1997. Responsibility: assistant athletics director for business, assistant athletics director for facilities, events, and community outreach, athletics director, and executive vice president.

2004-2005 Update: In December 1997, an arrangement was made whereby the men's and women's soccer teams that had practiced at the 37th Street field relocated to practice fields in Elm Grove, Wisconsin, approximately 15 miles west of the Marquette campus. While this situation is not ideal, it works adequately. The university continues to explore other options available within its urban setting.

3. [from the 1997 NCAA Certification Self-study] Practice times and use of facilities needs to be addressed in terms of student-athlete welfare (i.e., restricts access to other support services including meals and academic support). Completion date: May 1, 1998. Responsibility: assistant athletics director for academic support and student programs and athletics director.

2004-2005 Update: By May 1, 1998, the department developed a plan to coordinate practice times and use of facilities. Usage is coordinated and monitored by the associate athletics director for facilities and event management, with assistance from the assistant athletics director for compliance. At a meeting in August 2004 with members of the NCAA Recertification Steering Committee, student-athletes reported that the opening of the Al McGuire Center in fall 2003 has further alleviated many practice time issues.

4.3.3. Describe any additional plans for improvement/recommendations in the area
of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

There were no additional plans for improvement in this area.

4.3.4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution’s interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action; (b) the action(s) taken by the institution; (c) the date(s) of these action(s); (d) actions(s) taken or completed; and (e) explanation(s) for partial completion.

Not applicable.

4.3.5. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Although the university senior leadership is committed to the welfare of student-athletes, primary responsibility for monitoring efforts related to student-athlete welfare is assigned to the director of intercollegiate athletics and his immediate leadership group, which includes the associate athletics director for internal operations/senior woman administrator, the associate athletics director for academic support and student programs, and the assistant athletics director for compliance. The coaching staffs are also responsible for monitoring student-athlete welfare.

Student-athlete welfare is monitored, evaluated, and addressed by the Department of Intercollegiate Athletics leadership group through exit interviews, interaction with the Student-Athlete Advisory Council, and other informal, regular interaction with student-athletes. The Student-Athlete Advisory Council consists of elected representatives from each team who have access to the department leadership to speak for the teams they represent. Individual student-athletes also can express concerns directly. In addition, the Athletics Board and the Equity Committee include student-athletes as members.

On August 16, 2004, five members of the NCAA Recertification Steering Committee met with a group of 12 student-athletes—eight women and four men. The majority are seniors in the 2004-2005 academic year. All Marquette athletics teams were represented at the meeting with the exception of men’s soccer, men’s basketball, and men’s and women’s tennis. (Representatives from those teams were invited to participate, but were unable to attend.) Approximately half of the student-athletes who attended the meeting are members of the Student-Athlete Advisory Council.

The student-athletes noted their general satisfaction with their Marquette experience. In
particular, they reported strong support in academics. They indicated appreciation of the priority class registration times recently given to student-athletes. Priority registration for student-athletes, implemented with the spring 2004 semester, makes it easier for them to arrange their class schedules around team practices and travel. The student-athletes reported few difficulties with professors and instructors. Most professors and instructors are willing to accommodate the demanding schedules of student-athletes and are helpful in making appropriate arrangements when teams are traveling. If there is a difficulty with a professor or instructor, student-athletes seek guidance from the associate athletics director for academic support and student programs. The students agreed unanimously that the associate athletics director for academic support and student programs is willing to help student-athletes and that he is an advocate they can turn to for assistance.

The student-athletes reported no major issues with respect to practice times since the opening of the Al McGuire Center in fall 2003. The only difficulty mentioned was that practices in the Marquette Gym are sometimes delayed if ROTC, which also uses the Gym, exceeds their scheduled time.

All of the student-athletes know the assistant athletics director for compliance and reported that she meets annually with each team to review NCAA compliance issues. All felt comfortable contacting her with questions or concerns regarding compliance.

The student-athletes reported, when asked specifically, that they have not experienced any problems with hazing, inappropriate behavior, and/or illegal activity at Marquette.

Prior to the opening of the Al McGuire Center in fall 2003, all sports were housed in the Marquette Gym. Men’s and women’s basketball and women’s volleyball moved into the McGuire Center in 2004. All other sports remain at the Marquette Gym. While student-athletes are generally satisfied with their Marquette experience, student-athletes in those sports not housed in the Al McGuire reported some issues regarding the move of three teams out of the Marquette Gym. After hearing the student-athlete concerns, which had first surfaced toward the end of the spring 2004 term, the Department of Intercollegiate Athletics administration and the Office of the Senior Vice President responded to and addressed the concerns of the student-athletes even more quickly than their original plans for renovating the Marquette Gym. The following renovations and improvements at the Gym that have been completed:

* Lounge furniture purchased and placed in lower lobby to provide welcoming environment for student-athletes;
* Lobby carpet replaced;
* Walls painted;
* Locker rooms renovated;
* Teams moved to larger locker room spaces;
* Coaches’ offices renovated.

In addition, the tennis courts at the Helfaer Tennis Stadium were resurfaced and other remodeling was done for the tennis teams.
The student-athletes at the August 16 meeting also reported some communication issues between Department of Intercollegiate Athletics administration and student-athletes. Coaching staffs serve as the primary means of informative communication from department administration to student-athletes. However, student-athletes also would like direct, regular, forthright communication from athletics senior administration. The proximity of Department of Intercollegiate Athletics administrative offices in the Al McGuire Center to student-athletes in sports housed in that facility has enhanced communication. A meeting was held at the beginning of the 2004-2005 academic year with the director of intercollegiate athletics and the student-athletes housed in the Marquette Gym to address student-athlete concerns, particularly about communication. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, and the assistant athletics director for compliance have agreed to spend time each week at the Marquette Gym to enhance their accessibility to student-athletes in sports housed there.

Student-athletes at the August 16 meeting also noted their perception that gender equity issues present difficulties for some teams. Members of the women’s soccer team noted the increased roster size for their team from approximately 25 members to 36 members over the past few years. (In comparison, the men’s soccer team has 26 members.) Students reported that the size of the women’s soccer team presents some difficulties, particularly for away games because not all members of the squad are able to travel to away games (Conference USA regulations limit traveling squad size to 22). The women’s locker room is also more crowded because of the larger roster size, and practices can be more chaotic. Although the students believed that the increased size of the team was due to Marquette’s efforts to comply with Title IX and NCAA gender equity regulations, the women’s soccer coach, not the department, chooses to maintain this larger roster size. Currently, the coach maintains a roster size greater than the department’s gender equity target number. The alternative would be to cut members from the squad, which would be the choice of women’s soccer head coach, not the department. Once the season started, and the student-athletes who had voiced their concerns at the August 2004 meeting spent more time with their teammates, and the team did not want to cut members either. The student-athletes reported similar issues with the women’s track and field team, whose locker room is very crowded; many of the squad members have to share lockers. Also related to gender equity issues, members of the men’s track and field team shared their perception that the size of their squad has been reduced over the past few years due to gender regulations and competitive runners have been dismissed from the team. This perception was shared with the coach, who does not share the perception.

The Athletics Board and members of the recertification self-study’s Equity Subcommittee received an update from two Student-Athlete Advisory Council members in November 2004. The student-athletes reported that the teams housed in the Al McGuire Center remain very pleased with the new facilities. They also reported that communication with the teams housed in the Marquette Gym has been addressed effectively and recent renovations have been well received. The teams in the Gym feel their needs have been addressed in a timely fashion, that they have been kept informed on progress toward key issues, and they feel they are regarded as a vital part of the department.
4.3.6. Describe the institution’s educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No. 1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes’ access to these programs.

SPECIAL SERVICES FOR STUDENT-ATHLETES AT MARQUETTE

MEDICAL. A physician from the Student Health Service who collaborates regularly with the Department of Intercollegiate Athletics has given presentations to Marquette student-athletes regarding eating disorders and the special nutritional issues faced by athletes. For ongoing primary care, all full-time undergraduate students, including student-athletes, pay a student health fee that entitles them to unlimited visits to the medical providers at the Student Health Service and to participation in peer or professional health educator-facilitated educational outreach programs.

ASSISTANCE FOR SPECIAL NEEDS. Provisions for diagnosis and treatment of learning disabilities are made through referral to the services available to all Marquette students. Testing is conducted through the Center for Psychological Services, and special accommodations are arranged by the Office of Student Educational Services.

LEARNING ASSESSMENTS. At-risk student-athletes (based on their academic profile at time of admission) are given the Nelson-Denny reading test by the associate athletics director for academic support and student programs. Per an academic adviser’s decision, students may also be given the LASSI (Learning and Study Skills Inventory). Any other testing is conducted by the Center for Psychological Services.

CAREER COUNSELING. The associate athletics director for academic support and student programs prepares a Resume Book each year with the resumes of student-athletes who are looking for either a summer job or a full-time position following graduation. This book is sent to a variety of companies that may be seeking to hire people at the entry level.

LIFE SKILLS. Since 1997, Marquette University has been the site of an NCAA Life Skills Program. The university offers all of the base activities that are expected of Life Skills Programs, and offers additional activities to enhance the program. Examples of educational programs offered to student-athletes include informational programs about diversity, sexual assault, alcohol, and other drugs. Additional activities to support student-athlete welfare focus on community building among athletes, supporting each other, and community service efforts among teams.

PERSONAL COUNSELING. The services of Marquette University’s Counseling Center that are available to all enrolled students, including student-athletes. The staff of the
Counseling Center offers personal counseling to students and consultation to staff. Staff expertise includes eating disorders, sexual violence, attention deficit disorders, and alcohol and other drugs. A consulting psychiatrist is also available. Student-athletes may seek help on their own or might be referred by a coach or member of the athletics academic support staff.

ALCOHOL AND DRUG POLICIES

Student-athletes learn about the university’s drug and alcohol policies, and the particular policies of the Department of Intercollegiate Athletics, in several ways. All students new to the university receive a copy of the student handbook, *At Marquette*, at the beginning of their first term at Marquette. Residence hall students find a copy in their room; commuter students receive a copy at new student orientation. Student-athletes also receive a copy of the *Student-Athlete Handbook & Planner* at student-athlete orientation held at the start of classes. In addition, the assistant athletics director for compliance meets with each team during the first few weeks of class or the week before their season starts, during which she reinforces the importance of these policies. Each coach also discusses behavioral expectations with their team, including these policies.

ALCOHOL POLICY. Marquette University promulgates an alcohol policy prohibiting underage drinking and discouraging abuse of alcohol by those of age. The policies are included in the student handbook, *At Marquette*. In addition, the Department of Intercollegiate Athletics has developed an alcohol policy specifically directed toward student-athletes. It mandates compliance with university and State of Wisconsin laws and specifies circumstances unique to student-athletes in which students may not consume alcohol. For example, consumption of alcohol is prohibited during any official team activity and during transit to and from practices, scrimmages, and competition; no university funds may be used to purchase alcohol. Coaches may impose stricter alcohol consumption policies. Student-athletes are subject to disciplinary action from the head coach as well as to disciplinary action through the university's student conduct system.

DRUG POLICY. Marquette University students are prohibited from using illegal drugs and from abusing licit drugs. The Department of Intercollegiate Athletics has established a separate, specific drug policy for all student-athletes, student managers, trainers, coaches, and student workers. This policy applies to all substances banned by the NCAA as well as illegal drugs. For student-athletes, the policy specifies that drug testing is imposed if there is reasonable cause to presume the policy is being violated by a student-athlete. Suspicion of drug use or abuse supported by three key staff members constitutes reasonable cause; a drug test will then be requested. Positive tests will result in penalties.

The NCAA list of Banned Substances is given to all student-athletes, and lists are posted in locker rooms, training rooms, and other pertinent places. Each student-athlete is required to review the list and to sign the NCAA Drug-Testing Consent Form prior to their first practice, or by another NCAA-designated date. In addition to the Marquette policy described above, the NCAA drug-testing policy applies to all student-athletes. The NCAA policy states that every Division I institution will have one or more teams tested.
at least once every year. Testing of student-athletes may occur at any time during the year, whether they are in-season or not. Failure to perform the required NCAA drug test will be considered a positive test result, and NCAA penalties will apply. Marquette University will impose additional penalties for any positive drug test (as a result of either NCAA or Marquette University testing) based on the following increments:

1\textsuperscript{ST} OFFENSE. Suspended from practice until an assessment is provided by the Marquette University Counseling Center. Return to practice will be based on approval from the Counseling Center, the director of intercollegiate athletics, and the compliance officer.

2\textsuperscript{ND} OFFENSE. Suspended from a minimum of 20\% of all related activities, including practices and competition. In the event that less than 20\% of the regular season remains, the penalty, or penalties, will carry over and be imposed during the following season. Return to activities will be based on approval by the Counseling Center, the director of intercollegiate athletics, and the compliance officer.

3\textsuperscript{RD} OFFENSE. Removal from the team.

In the event that any of the above occurs when the student-athlete is considered to be out-of-season, the penalty, or penalties, will be imposed the following season.

OTHER INFORMATION. The associate athletics director for academic support and student programs conducts educational sessions for all student-athletes are each year on alcohol and other drugs. The assistant athletics director for compliance also discusses the alcohol and drug policies and the NCAA drug testing policy with student-athletes each year at mandatory team meetings. The associate athletics director for academic support and student programs facilitates regular meetings for student-athletes regarding sexual harassment, sexual assault, and other relevant issues.

SERVICES FOR ALL STUDENTS AT MARQUETTE. In addition to the services provided only to student-athletes, Marquette offers a range of services and activities that ensure the development of a vibrant intellectual and residential community environment. All first- and second-year students are required to live on campus unless live with a parent or guardian and commute, and 94\% of entering freshmen live on campus. Upper-class students may live outside of the residence halls, and the majority choose university-owned apartments or privately-owned apartments or houses within walking distance of campus. Programming, services, and support are offered through the five departments that are part of the Division of Student Affairs: the Counseling Center, the Student Health Service, the Office of Student Development, the Office of Residence Life, and Recreational Sports. Students also have access to the Office of Student Educational Services (academic support and disability services), the Career Services Center, University Ministry, the Speech and Hearing Clinic, and the Dental Clinic, among others. Students learn about these resources through the student handbook (called \textit{At Marquette}), from their advisors and peers, and through the campus media.
4.3.7. Describe the institution’s process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available for student-athletes to provide input.

EXIT INTERVIEWS

All student-athletes whose eligibility is expiring and student-athletes who make a decision to leave Marquette before their eligibility expires are asked to participate in a two-part exit interview consisting of an anonymous written survey instrument and a personal interview. The associate athletics director for academic support and student programs coordinates the exit interview process. The Department of Intercollegiate Athletics keeps records of the exit interviews as well as summaries of the data gathered in the exit interviews. This information is discussed by the director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academic services, and the faculty athletics representative. It is also shared with the Office of the Senior Vice President, to which the Department of Intercollegiate Athletics reports.

The Department of Intercollegiate Athletics reports that some student-athletes choose not to participate in the exit interview process in spite of being offered the opportunity by the department. The Department of Intercollegiate Athletics provided the following statistics regarding the student-athlete exit interview participation rates:

2001-2002: 27 of 33 eligible student-athletes completed the interview;
2003-2003: 26 of 38 eligible student-athletes completed the interview;
2003-2004: 25 of 34 eligible student-athletes completed the interview.

(Specific data from the several most recent years, including 2003-2004 student-athlete responses to exit interview questions, are available.)

The exit-interview survey instrument asks for a variety of information, including demographic information, information about the student-athlete’s academic and athletics experiences, and the ways he or she was supported at Marquette. Specific questions also relate to potential infractions of NCAA regulations (e.g., out of season workouts, non-permissible benefits) and treatment. The students are given the opportunity to rate specific aspects of the athletics experience. The written exit interview form also gives a preview of issues that will be discussed at the verbal exit interview.

A group of six administrators reads and discusses the anonymous written surveys from student-athletes: the director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, the associate athletics director for academic support and student programs, the coordinator of academics, and the faculty athletics representative. Each student-athlete is then assigned to one of the six administrators for in oral interview. In dividing
the athletes to be interviewed, the group ensures that each interviewer’s pool is balanced in terms of gender and sport. A standard verbal interview format is used to ensure that each interview is consistent and addresses issues important to the Department of Intercollegiate Athletics. In the verbal interview, student-athletes are asked to discuss issues related to their particular experiences as Marquette students and student-athletes. Female student-athletes and/or minority student-athletes are asked additional questions about their experiences as women and/or persons of color. Students leaving before their eligibility has expired are asked their reasons for leaving Marquette or the team.

The administrator conducting the interview makes notes on the verbal exit interview form. Following the in-person interviews, the interviewers collectively discuss both the written and verbal interviews. Twice each year, the group discusses ways that the Department of Intercollegiate Athletics might make improvements based on the exit interview process.

Overall results of the exit interviews indicate that student-athletes enjoy their experience at Marquette. Student-athletes list very few complaints and regard their athletics experience positively. The majority comment that they form long-lasting friendships here. Student-athletes report in particular that they hone their time-management skills while at Marquette. They report no abusive coaching techniques.

One example of an improvement opportunity that resulted from exit interviews relates to athletics facilities. In fall 2003, Marquette opened the Al McGuire Center, a new facility housing men’s and women’s basketball and women’s volleyball. Sports not housed in the Al McGuire Center remain in the Marquette Gym, a facility built in the 1920s. Student-athletes in sports housed in the Marquette Gym indicated that they wanted their facilities to be upgraded in a similar manner to the facilities in the Al McGuire Center, and they offered a number of specific suggestions for renovations and improvements at the Marquette Gym that have been completed:
* Lounge furniture purchased and placed in lower lobby to provide welcoming environment for student-athletes;
* Lobby carpet replaced;
* Walls painted;
* Locker rooms renovated;
* Teams moved to larger locker room spaces;
* Coaches’ offices renovated.

STUDENT-ATHLETE ADVISORY COUNCIL

Student-athlete input is also sought and received through the Student-Athlete Advisory Council. In years past, each team elected one team member as a representative to the council. Beginning with the 2004-2005 academic year, the council was expanded to include two elected representatives from each sport instead of one representative per sport. The group is chaired by a four-person executive board elected from the membership of the Student-Athlete Advisory Council and advised by the associate
athletics director for academic support and student programs. During the academic year, the group meets biweekly to discuss issues relevant to all Marquette student-athletes. The council typically does not meet during the summer. The associate athletics director for academic support and student programs attends most meetings and serves as a liaison between the Student-Athlete Advisory Council and the administration of the Department of Intercollegiate Athletics. He stays informed about the issues discussed at the Student-Athlete Advisory Council meetings and keeps other administrators in the Department of Intercollegiate Athletics informed. The director of intercollegiate athletics or his designee attends the bi-weekly meetings of the group. If he cannot attend, the director of intercollegiate athletics sends a designee to meetings, generally the associate athletics director for internal operations/senior woman administrator or the assistant athletics director for compliance.

In addition to networking and presenting their teams’ perspectives, the Student-Athlete Advisory Council performs a variety of community service projects throughout the year, such as Special Olympics, Toys for Tots, and an annual food drive.

4.3.8. Describe the institution’s and/or athletics department’s written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers) and in other areas (e.g., harassment, hazing, abusive behavior, sexual orientation). Also, identify the individuals responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

All grievance and/or appeal procedures are included in the Student-Athlete Handbook and Planner and in the At Marquette student handbook. The Student-Athlete Handbook is distributed to all student-athletes at an orientation session held at the beginning of each academic year. The At Marquette student handbook is distributed to all new and returning residential students at the beginning of each academic year and is available to returning non-residential students through the Office of Student Development.

In the event that a student-athlete feels he or she may have been treated or disciplined unfairly in relation to an official team or Department of Intercollegiate Athletics activity, the student-athlete is asked to take the following steps.

Initially, student-athletes are to address their concern with their head coach. In the event that the head coach is not able to resolve the concern to the student-athlete’s satisfaction, the student-athlete may then contact the director of intercollegiate athletics. After the director has listened to the concern, he will meet with the head coach. Based on the information gathered, the director of intercollegiate athletics will determine the appropriate action, if any, to take in response to the student-athlete’s concern and communicate that decision in writing to the student-athlete and the head coach.

If the student-athlete is not satisfied with the director’s resolution, the student-athlete may appeal the decision in writing to the Office of the Senior Vice President. The Office of
the Senior Vice President will take such actions as it deems necessary to assess and review the matter and will issue a final, binding, written decision to the student-athlete, the head coach, and the director of intercollegiate athletics.

If the student-athlete is filing a grievance in relation to an event that occurred outside of an official or Department of Intercollegiate Athletics activity, the student-athlete is expected to follow the appropriate grievance/complaint procedures set forth in the At Marquette student handbook.

ACADEMIC ELIGIBILITY APPEAL PROCESS
The academic eligibility appeal process, most recently revised in June 2004, specifies that any student-athlete declared academically ineligible to participate in intercollegiate athletics should meet with the associate athletics director for academic support and student programs to discuss the circumstances of his or her ineligibility. If the student-athlete then chooses to appeal, the student must submit a written request to the associate athletics director for academic support and student programs explaining the rationale for the appeal.

The associate athletics director for academic support and student programs then writes the director of intercollegiate athletics, indicating support or nonsupport for the appeal. Ordinarily the director of intercollegiate athletics will accept the recommendation of the associate athletics director for academic support and student programs.

If both the associate athletics director for academic support and student programs and the director of intercollegiate athletics do not support the appeal, the appeal is not granted; the athletics director for academic support and student programs will inform the student-athlete of this decision. If the associate athletics director for academic support and student programs supports the appeal, the director of intercollegiate athletics informs the associate athletics director for academic support and student programs as well as the faculty athletics representative and the vice provost for undergraduate programs and teaching. The faculty athletics representative and the vice provost review the appeal. If they grant the appeal, the vice provost informs the student-athlete and the registrar. If consensus on the appeal recommendation is not reached among the director of intercollegiate athletics, athletics director for academic support and student programs, the faculty athletics representative, and the vice provost, discussion will continue among these four. The vice provost makes the final decision on the status of the appeal and informs the student-athlete of the decision.

COMPLIANCE OFFICE
The Compliance Office handles most NCAA rules, including the NCAA Clearinghouse; processes self-reports; and monitors financial aid, eligibility, recruiting, and playing and practice seasons. The office is also responsible for monitoring compliance with Title IX. The office provides information regarding gender equity, the NCAA Special Assistance Fund, and the Student-Athlete Opportunity Fund.
In the event that the assistant athletics director for compliance is not available, a student-athlete may contact the associate athletics director for internal operations/senior woman administrator or the director of intercollegiate athletics.

Appeal procedures for athletics eligibility, transfer, financial aid, recruiting and playing, and other areas are the responsibility of the assistant athletics director for compliance. General appeal procedures for these areas are outlined in the *Student-Athlete Handbook and Planner*. The assistant athletics director for compliance and the director of intercollegiate athletics respond to any grievances and/or appeals that are mandated by NCAA legislation (i.e., financial aid and scholarship issues).

A review of grievances over the past few years revealed that the director of intercollegiate athletics and his staff handled student-athlete grievances appropriately. Only two formal grievances were filed over the past three years.

**GENERAL MARQUETTE UNIVERSITY POLICIES**

The student handbook, *At Marquette*, contains the student code of conduct and other policies by which students are expected to abide. Honesty and respect for self, others, and authority form the foundation of the code of conduct. Hazing, harassment, physical or verbal abuse, and discrimination are specifically prohibited. The following Grievance/Complaint Process applies to all Marquette students and is also contained in the handbook.

If a student has a complaint of unfair treatment regarding:

Academics—Contact respective college or school for its academic appeals procedures.

Non-academics—Contact the offices of Student Development; Residence Life; or Student Affairs.

Disability status—Contact Disability Services.

Veteran’s status—Contact Human Resources.

Race, color, sexual orientation, religion, age, or national origin—Contact Affirmative Action.

If a student is mistreated by another student and feels that misbehavior violates the student conduct code, that student may also file a complaint through the student conduct (disciplinary) system.

In the particular case of harassment on the basis of gender, race, or sexual orientation, information about harassment and harassment complaint forms are available from the following offices: Student Development, Multicultural Center, Residence Life, Student Affairs, University Ministry, Counseling Center, Intercollegiate Athletics, Recreational
Sports, Student Health Service, International Programs, and Public Safety. The Office of Human Resources may be contacted for counseling and assistance relating to affirmative action issues. Anyone with a question or concern about harassment is encouraged to contact one of the above offices for counsel and assistance.

Harassment complaints about a student should be filed with the Office of Student Development on a Harassment Complaint Form. Harassment complaints about an employee (including a student employee) should be filed with the employee’s immediate supervisor. If the complaint is with the immediate supervisor, the employee should contact the supervisor’s immediate superior. A complaint about a guest or visitor should be called to the attention of the host or the supervisor of the area or event where the concern has arisen.

In the case of sexual harassment, the university will respond to every formal complaint of sexual harassment reported, take action to provide remedies when sexual harassment is discovered, impose appropriate sanctions on offenses in a case-by-case manner, and protect the privacy of all those involved in sexual harassment complaints to the extent it is possible.

Prior to filing a formal complaint, any employee or student with a sexual harassment concern or question may contact the Department of Human Resources affirmative action officer for counsel and assistance. Any individual, employee or student, who believes that he or she may have experienced sexual harassment, or who believes that he or she has observed sexual harassment taking place, must report this information immediately to one of six officials: the affirmative action officer, the director of human resources, the dean of student development, the vice provost, the Department of Public Safety, or the complainant’s supervisor (where the supervisor is not the accused).

Reports or complaints received in any of these offices in which the accused is an employee (faculty, administrator, staff, or student employee) must, in turn, be immediately reported to the Department of Human Resources affirmative action officer. Reports or complaints received by any of these offices in which the accused is a student (other than students accused in their capacity as employees) must, in turn, be immediately reported to the dean of student development, who will process such complaints pursuant to the procedures set forth in the university policies and procedures.

The associate vice president of human resources (in cases where the accused is an administrator, member of the support staff, or student employee) or the vice provost (in cases where the accused is a faculty member) will be immediately notified by the Department of Human Resources affirmative action officer that a complaint has been received. The Department of Human Resources or the dean of student development will immediately forward copies of all sexual harassment complaints, upon receipt, to the senior vice president or the provost, or his or her designee.

4.3.9. Describe the institution’s educational and support programs in the area of
sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Marquette University embraces the following Statement on Human Dignity and Diversity:

“As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability, or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice.

“Our commitment to a diverse university community helps us to achieve excellence by promoting a culture of learning, appreciation, and understanding. Each member of the Marquette community is charged to treat everyone with care and respect, and to value and treasure our differences. This call to action is integral to the tradition which we share.”

In addition, Marquette’s official non-discrimination statement reads:

“Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, sexual orientation, age, religion, disability, veteran’s status, or national origin in its educational programs or activities, including employment and admissions. At the same time, Marquette cherishes its right and duty to seek and retain personnel who will make a positive contribution to its religious character, goals, and mission in order to enhance the Jesuit, Catholic tradition.”

Marquette’s Gay/Straight Alliance, an officially recognized student organization, seeks to promote acceptance, understanding, and inclusion for all students, regardless of their sexual orientation. The Gay/Straight Alliance has been a recognized student organization since 1999, and its primary purpose is to educate the campus community about the human dignity of all people regardless of sexual orientation.

University Ministry also sponsors a Gay/Lesbian/Bisexual discussion group to provide support and create discussion. Meetings are safe, comfortable, and confidential.

The at Marquette student handbook contains the following information regarding sexual orientation:

**HARASSMENT BASED ON SEXUAL ORIENTATION**

Harassment on the basis of sexual orientation is defined as any verbal, written, or
physical conduct directed at a person or a group based on sexual orientation or perceived sexual orientation, where the offensive behavior is intimidating, hostile, or demeaning or which could or does result in mental, emotional, or physical discomfort, embarrassment, ridicule, or harm.

The student handbook, *At Marquette*, contains the student code of conduct and other policies by which students are expected to abide. Honesty and respect for self, others, and authority form the foundation of the code of conduct. Hazing, harassment, physical or verbal abuse, and discrimination are specifically prohibited. The following Grievance/Complaint Process applies to all Marquette students and is also contained in the handbook.

If a student has a complaint of unfair treatment regarding sexual orientation, he or she should contact Affirmative Action.

If a student is mistreated by another student and feels that misbehavior violates the student conduct code, that student may also file a complaint through the student conduct (disciplinary) system.

In the particular case of harassment on the basis of gender, race, or sexual orientation, information about harassment and harassment complaint forms are available from the following offices: Student Development, Multicultural Center, Residence Life, Student Affairs, University Ministry, Counseling Center, Intercollegiate Athletics, Recreational Sports, Student Health Service, International Programs, and Public Safety. The Office of Human Resources may be contacted for counseling and assistance relating to affirmative action issues. Anyone with a question or concern about harassment is encouraged to contact one of the above offices for counsel and assistance.

Harassment complaints about a student should be filed with the Office of Student Development on a Harassment Complaint Form. Harassment complaints about an employee (including a student employee) should be filed with the employee’s immediate supervisor. If the complaint is with the immediate supervisor, the employee should contact the supervisor’s immediate superior. A complaint about a guest or visitor should be called to the attention of the host or the supervisor of the area or event where the concern has arisen.

**4.3.10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**
Marquette University has a comprehensive program to ensure the health and safety of its student-athletes. This program is administered by the head athletic trainer, who is a certified athletic trainer.

Prior to 2001, Marquette had an athletic training internship program, and the interns assisted the athletic trainers in providing support for student-athletes. In 2001, the Department of Intercollegiate Athletics and the Department of Physical Therapy collaborated to provide medical care to Marquette student-athletes as well as an accredited undergraduate program in athletic training. The Department of Intercollegiate Athletics employs 3.5 athletic trainers, and the Physical Therapy Department employs 2.5 athletic trainers; all six provide training to Marquette student-athletes. This meets National Association of Athletic Trainer (NATA) guidelines for athletic training.

The 2.5 athletic trainers in the Department of Physical Therapy provide medical care to student-athletes and also to serve the academic athletic training program in both classroom and clinical teaching. In addition to providing direct care for student-athletes, all six athletic trainers also supervise the student athletic trainers described below.

Two of the six athletic trainers at Marquette are also credentialed physical therapists and can provide physical therapy to student-athletes. One of these faculty members works with the men’s soccer team, and the other works with the men’s and women’s cross country and track teams.

All members of the athletic training team are certified in CPR and in the use of an automatic external defibrillator. Automatic external defibrillators are installed in the Al McGuire Center, the Marquette Gym, Valley Fields, and the Helfaer Tennis Stadium and Recreation Center. A portable automatic external defibrillator is taken to all appropriate games and meets.

Marquette has a complete sports medicine center that includes physical therapy and rehabilitation services with one facility in the Al McGuire Center and another in the Marquette Gym. They include an x-ray machine and an athletic pharmacy.

Three physicians work with the Department of Intercollegiate Athletics. Carolyn Smith, M.D., devotes approximately eight to ten hours each week to treating student-athletes. Dr. Smith is employed as the lead physician in Marquette’s Student Health Service, which is available to all students. She serves as the physician of first referral for most student-athletes and as the team physician for women’s basketball. Dr. Smith understands and appreciates the special circumstances faced by student-athletes. By all accounts, the relationship between the Department of Intercollegiate Athletics and Dr. Smith is favorable and positive. The head athletic trainer noted that Marquette is fortunate to have such a positive relationship with Dr. Smith and the Student Health Service. The two physicians that work with the department in addition to Dr. Smith are Darrin Maccoux, M.D., and James Langenkamp, M.D., who serve as the team physicians for men’s basketball. Dr. Maccoux has hospital privileges with the Aurora Health organization, the largest health care provider in Wisconsin. Dr. Langenkamp has hospital privileges at
Columbia-St. Mary’s, another large health care provider in Southeastern Wisconsin.

An emergency medical technician with an ambulance is in attendance at Marquette’s home women’s basketball, men’s basketball, women’s soccer, men’s soccer, and women’s volleyball games. The Department of Intercollegiate Athletics has a contract with Paratech Ambulance Service. In addition, the Department of Intercollegiate Athletics works closely with Marquette’s Department of Public Safety in the event of a medical emergency in accordance with that department’s established, written policies and procedures regarding handling a medical or other emergency.

Undergraduate athletic training students provide care to student-athletes under direct supervision of the certified athletic training staff according to NATA guidelines. Student trainers are assigned to the Al McGuire Center and to the Marquette Gym. When Marquette teams are traveling, all attempts are made to have a certified athletic trainer accompany the team. If it is not possible to send a certified athletic trainer on a trip, one of the almost 50 student interns accompanies the team. The student interns are enrolled in the College of Health Sciences at Marquette. The approximately 30 to 40 undergraduate students are majoring in exercise science, athletic training, or biomedical sciences. The 8 to 10 graduate students have earned an undergraduate degree and are seeking either doctorates of physical therapy or master’s degrees of physician assistant studies. The graduate students are credentialed as certified athletic trainers. The head athletic trainer and his staff emphasize to the student interns that they are to function as emergency medical technicians only and are not to exceed that specific authority. The student interns may not serve as athletic trainers unless they have received the proper certification or have proper direct supervision by a certified athletic trainer. (The undergraduates do not have this certification; the graduate students have obtained it.)

The head athletic trainer reports that he has good working relationships with Marquette head coaches and coaching staffs. The athletic training staff works with the coaches to determine when student-athletes should refrain from practicing or playing due to injuries.

The head athletic trainer noted minor difficulties in staffing the Marquette Gym with an athletic trainer. The athletic trainer assigned to the Marquette Gym has a split appointment, 50% teaching and 50% serving as an athletic trainer for student-athletes. However, the Al McGuire Center is open for athletic training for all student-athletes from 8 a.m. to 12 p.m. Monday through Friday. The Marquette Gym and the Al McGuire Center are open from 12 p.m. to 7 p.m. for the teams housed in those facilities.

Marquette’s training and medical procedures are evaluated on an annual basis by the director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator. This review consists of annual written and verbal performance evaluations of the head coaches and the head athletic trainer, and an analysis of the results of the student-athlete exit interviews.

The head athletic trainer is the administrator responsible for the institutional awareness of health, safety, and sports medicine policies. The head athletic trainer meets annually with
each team and holds a formal session that includes information about drugs and other NCAA issues.

The head athletic trainer continues to strengthen the relationship he has built with Aurora Sinai Medical Center, the hospital and medical center located closest to Marquette (2 to 3 blocks from campus).

While each team is responsible for its travel arrangements, the director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator review travel policies with the head coaches on a regular basis. In addition, the student-athlete handbook includes information about travel policies and acceptable student-athlete behavior. The handbook is given to student-athletes each year at student-athlete orientation at the beginning of the fall semester. Particular policies are also discussed at orientation.

The head athletic trainer is responsible for updating and maintaining policies and procedures related to health and safety. He works closely with the director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator in this regard. The head athletic trainer meets with each team near the start of the season to discuss health and safety. He attended a meeting of head coaches in fall 2004 to go over policies and procedures and answer any questions. In addition, the Department of Intercollegiate Athletics Employee Handbook, distributed to all departmental employees, includes business policies and procedures as well as the Staff Code of Conduct.

4.3.11. Describe the institution’s emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

All members of the athletic training team are certified in CPR and in the use of an automatic external defibrillator. Automatic external defibrillators are installed in the Al McGuire Center, the Marquette Gym, Valley Fields, and the Helfaer Tennis Stadium and Recreation Center. A portable automatic external defibrillator is taken to all appropriate games and meets.

Marquette has a complete sports medicine center that includes physical therapy and rehabilitation services. These facilities are housed in the Al McGuire Center and at the Marquette Gym. They include an x-ray machine and an athletic pharmacy.

Three physicians work with the Department of Intercollegiate Athletics. Carolyn Smith, M.D., devotes approximately eight to ten hours each week to treating student-athletes. Dr. Smith is employed as the lead physician in Marquette’s Student Health Service, which is available to all students. She serves as the physician of first referral for most student-athletes and as the team physician for women’s basketball. Dr. Smith understands and appreciates the special circumstances faced by student-athletes. By all accounts, the
relationship between the Department of Intercollegiate Athletics and Dr. Smith is favorable and positive. The head athletic trainer noted that Marquette is fortunate to have such a positive relationship with Dr. Smith and the Student Health Service. The two physicians that work with the department in addition to Dr. Smith are Darrin Maccoux, M.D., and James Langenkamp, M.D., who serve as the team physicians for men’s basketball. Dr. Maccoux has hospital privileges with the Aurora Health organization, the largest health care provider in Wisconsin. Dr. Langenkamp has hospital privileges at Columbia-St. Mary’s, another large health care provider in Southeastern Wisconsin.

The head athletic trainer and each of the other six FTE trainers are certified athletic trainers. Further, the 8 to 10 graduate student interns and 30 to 40 undergraduate student interns can serve as emergency medical technicians. The graduate students also have proper certification to serve as athletic trainers. The head athletic trainer has built and sustains a relationship with Aurora Sinai Medical Center, the hospital and medical center closest to Marquette’s campus (2 to 3 blocks).

An emergency medical technician with an ambulance is in attendance at Marquette’s home women’s basketball, men’s basketball, women’s soccer, men’s soccer, and women’s volleyball games. The Department of Intercollegiate Athletics has a contract with Paratech Ambulance Service. In addition, the Department of Intercollegiate Athletics works closely with Marquette’s Department of Public Safety in the event of a medical emergency in accordance with that department’s established, written policies and procedures regarding handling a medical or other emergency.

4.3.12. Describe the institution’s written emergency medical plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The following are Marquette’s written emergency medical plans.

**EMERGENCY ACTION PLAN**

**HELFAER RECREATION CENTER AND TENNIS STADIUM**

1. Contact the building staff in the Pro Shop (Rm. 032) or in the main office (Rm. 105) regarding any emergency situations. A campus phone is located on the lower level by the vending machines.
2. The building supervisor will respond, initiating the emergency response system.
3. Building staff will notify Public Safety if paramedics/fire/police response is needed. Emergency number: 8-1911.
4. The building supervisor will assess the situation according to standards and administer first aid/CPR as necessary.

**EMERGENCY ACTION PLAN**

**MCGUIRE SPORTS MEDICINE CENTER**

I. Emergency Personnel:
A. Certified athletic trainer on site for practice and events.
B. Athletic training student(s) on site for practices and events.
C. Team physician on site or available for events.
D. EMS on site or available for events.

II. Emergency Communication:
A. MU Public Safety Emergency Phone located outside of the Sports Medicine Center.
B. Cell phones issued to trainers covering the event or practice.

III. Emergency Equipment:
A. Automatic external defibrillator located on wall near emergency phone.
B. Medical supplies.
C. Student-athlete demographic information available in Sports Medicine Center.

IV. Emergency First Responder Roles:
A. Immediate first aid for injured student athlete.
B. Call EMS.
C. Direct EMS.

V. Certifications: Each year, all sports medicine staff will renew CPR and Automatic external defibrillator certifications.

EMERGENCY ACTION PLAN
MCGUIRE SPORTS MEDICINE CENTER

NON-TRADITIONAL SEASON; SUPERVISITED WORKOUTS (INCLUDING WEIGHT TRAINING)

I. Emergency Personnel:
A. Certified athletic trainer in facility for workout session.
B. Athletic training student(s) in facility for workout session.
C. Strength and conditioning coach(es) in facility for workout session.

II. Emergency Communication:
A. Red MU Public Safety Emergency Phone.
B. Sports medicine center phone.
C. Cell phones issued to trainers covering the event or practice.

III. Emergency Equipment: Automatic external defibrillator, medical supplies, student-athlete demographic information.

IV. Emergency First Responder Roles:
A. Immediate first aid for injured student athlete.
B. Call EMS.
C. Direct EMS.

OFF-SEASON WORKOUTS NON-SUPERVISITED (INCLUDING WEIGHT
TRAINING
If no strength/conditioning coaches or team coaches are present, no medical coverage will be provided.

EMERGENCY ACTION PLAN
WEINGART TREATMENT CENTER AT MARQUETTE GYM

I. Emergency Personnel:
A. Certified athletic trainer on site for practice and events.
B. Athletic training student(s) on site for practices and events.
C. Team physician on site or available for events.
D. EMS on site or available for events.

II. Emergency Communication:
A. Phone located on wall outside of the Weingart Treatment Center main entrance.
B. Weingart Treatment Center phone.
C. Cell phones issued to trainers covering the event or practice.

III. Emergency Equipment:
A. Automatic external defibrillator located in the Weingart Treatment Center on counter.
B. First aid supplies located in Weingart Treatment Center.
C. Student-athlete demographic information available in Weingart Treatment Center.

IV. Emergency First Responder Roles:
A. Immediate first aid for injured student athlete.
B. Call EMS.
C. Direct EMS.

V. Certifications: Each year, all sports medicine staff will renew CPR and automatic external defibrillator certifications.

EMERGENCY ACTION PLAN
WEINGART TREATMENT CENTER AT MARQUETTE GYM

NON-TRADITIONAL SUPERVISED SEASON

I. Emergency Personnel:
A. Certified athletic trainer in facility for workout session.
B. Athletic training student(s) in facility for workout session.
C. Strength and conditioning coach(es) in facility for workout session.

II. Emergency Communication:
A. Phone located on wall outside of the Weingart Treatment Center main entrance.
B. Weingart Treatment Center Phone.
C. Cell phones.
III. Emergency Equipment: Automatic external defibrillator, first aid supplies, student-athlete demographic information available.

IV. Emergency First Responder Roles:
A. Immediate first aid for injured student athlete.
B. Call EMS.
C. Direct EMS.

OFF-SEASON WORKOUTS NON-SUPERVISED (INCLUDING WEIGHT TRAINING)
If no strength/conditioning coaches or team coaches are present, no medical coverage will be provided.

EMERGENCY ACTION PLAN
VALLEY FIELDS

I. Emergency Personnel:
A. Certified athletic trainer on site for practice and events.
B. Athletic training student(s) on site for practices and events.
C. Team physician on site or available for events.
D. EMS on site or available for events.

II. Emergency Communication:
A. Blue Light Public Safety emergency phones located near each end of the track gatehouse.
B. Phone in track gatehouse.
C. Cell phones.

III. Emergency Equipment: First aid supplies available on-site.

IV. Emergency First Responder Roles:
A. Immediate first aid for injured student athlete.
B. Call EMS.
C. Direct EMS.

V. Inclement Weather Policy: If severe weather occurs, stop all activities and seek shelter immediately.

VI. Certifications: Each year, all sports medicine staff will renew CPR and automatic external defibrillator certifications.

4.3.13. Using the program areas for student-athlete welfare issues, provided as Attachment No. 4, please:
a. Describe how the institution studies these topics as they apply to all student-athletes;
b. Provide data demonstrating the institution’s commitment to these issues for all student-athletes; and
c. Explain how the institution will address these topics for the welfare of all student-athletes.

EVALUATION. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution’s and athletics department’s written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Evaluation is conducted in several ways. The director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator conduct annual performance evaluations of all Department of Intercollegiate Athletics staff. Performance reviews include asking employees for specific examples of how they support the missions of the Department of Intercollegiate Athletics and of Marquette University.

Information from student-athlete exit interviews is reviewed semi-annually by a group of six administrators, including the faculty athletics representative.

Departments submit written annual reports to Marquette’s senior leadership, the format of which includes reflection on progress and achievements as well as areas of improvement.

Evaluation is also conducted by the Office of the Senior Vice President, to whom the Department of Intercollegiate Athletics reports. Further, as appropriate or necessary, the university president and/or the Board of Trustees provide oversight and strategic policy direction and review of the Department of Intercollegiate Athletics.

Informal evaluation occurs through discussions with coaches and student-athletes that take place in the facilities where administrators come together with coaches and student-athletes. These include the Eagle’s Nest, the sports medicine facilities, offices and practice spaces. Concerns or issues raised informally can be pursued in a more formal manner if appropriate.

b. Evaluation is conducted in several ways. The director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator conduct annual performance evaluations of all Department of Intercollegiate Athletics staff. Performance reviews include asking employees for specific examples of how they support the missions of the Department of Intercollegiate Athletics and of Marquette University.

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c. No significant and lasting concerns relating to student-athlete welfare emerged during the self-study. Lines of communication between the two facilities, the Al McGuire Center and the Marquette Gym, have been strengthened. Administrators housed in the Al McGuire Center have established a regular and ongoing presence in the Marquette Gym and are available to student-athletes. Marquette University intends to continue the mechanisms in place that are designed to identify and remedy issues of student-athlete welfare as well as to improve upon these mechanisms when potential improvements are identified.

**ORGANIZATION AND STRUCTURE. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.**

a. Evaluation is conducted in several ways. The director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator conduct annual performance evaluations of all Department of Intercollegiate Athletics staff. Performance reviews include asking employees for specific examples of how they support the missions of the Department of Intercollegiate Athletics and of Marquette University.

Information from student-athlete exit interviews is reviewed semi-annually by a group of six administrators, including the faculty athletics representative.

Departments submit written annual reports to Marquette’s senior leadership, the format of which includes reflection on progress and achievements as well as areas of improvement.

Evaluation is also conducted by the Office of the Senior Vice President, to whom the Department of Intercollegiate Athletics reports. Further, as appropriate or necessary, the university president and/or the Board of Trustees provide oversight and strategic policy direction and review of the Department of Intercollegiate Athletics.

Informal evaluation occurs through discussions with coaches and student-athletes that
take place in the facilities where administrators come together with coaches and student-athletes. These include the Eagle’s Nest, the sports medicine facilities, offices and practice spaces. Concerns or issues raised informally can be pursued in a more formal manner if appropriate.

b. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the assistant athletics director for compliance, and the associate athletics director for academic support and student programs have job responsibilities designed to attend to student-athlete welfare in particular ways. The associate director for academic support and student programs advises the Student-Athlete Advisory Council. The director of intercollegiate athletics or his designee attends the bi-weekly meetings of the group. The assistant athletics director for compliance meets once each semester with every team, and more often if there is pending conference or NCAA legislation that affects student-athletes. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, and the assistant athletics director for compliance all take time each week to interact with student-athletes. Through these regular interactions, student-athletes recognize that these administrators are interested in their welfare, are open to meetings, and are accessible for hearing individual concerns or discussions.

In addition, the senior vice president and the two assistant senior vice presidents who oversee the Department of Intercollegiate Athletics take student-athlete issues and concerns very seriously.

The Student-Athlete Advisory Council serves functions beyond those of expressing student-athlete concerns. The group promotes attendance at home athletics events within the athletics community and across the student body. It organizes social activities to help student-athletes from different teams get to know each other and community service activities for student-athletes to help student-athletes live out the elements of Marquette’s mission.

Beginning in fall 2004, the Student-Athlete Advisory Council initiated a competition among teams that awards student-athletes points for participation in community service activities, attendance at fellow athlete events, and team academic performance. This spirit award (yet unnamed) will be awarded to the team with the most points for best exemplifying the ideals of the university and the NCAA Champs Life Skills Program. It will be presented at the fall convocation of student-athletes.

c. No significant and lasting concerns relating to student-athlete welfare emerged during the self-study. Lines of communication between the two facilities, the Al McGuire Center and the Marquette Gym, have been strengthened. Administrators housed in the Al McGuire Center have established a regular and ongoing presence in the Marquette Gym and are available to student-athletes. Marquette University intends to continue the mechanisms in place that are designed to identify and remedy issues of student-athlete welfare as well as to improve upon these mechanisms when potential improvements are
PARTICIPATION IN GOVERNANCE AND DECISION-MAKING. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Evaluation is conducted in several ways. The director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator conduct annual performance evaluations of all Department of Intercollegiate Athletics staff. Performance reviews include asking employees for specific examples of how they support the missions of the Department of Intercollegiate Athletics and of Marquette University.

Information from student-athlete exit interviews is reviewed semi-annually by a group of six administrators, including the faculty athletics representative.

Departments submit written annual reports to Marquette’s senior leadership, the format of which includes reflection on progress and achievements as well as areas of improvement.

Evaluation is also conducted by the Office of the Senior Vice President, to whom the Department of Intercollegiate Athletics reports. Further, as appropriate or necessary, the university president and/or the Board of Trustees provide oversight and strategic policy direction and review of the Department of Intercollegiate Athletics.

Informal evaluation occurs through discussions with coaches and student-athletes that take place in the facilities where administrators come together with coaches and student-athletes. These include the Eagle’s Nest, the sports medicine facilities, offices and practice spaces. Concerns or issues raised informally can be pursued in a more formal manner if appropriate.

b. The primary formal source of student input is through the Student-Athlete Advisory Council. In years past, each team elected one team member as a representative to the council. Beginning with the 2004-2005 academic year, the council was expanded to include two elected representatives from each sport instead of one representative per sport. The group is chaired by a four-person executive board elected from the membership of the Student-Athlete Advisory Council and is advised by the associate athletics director for academic support and student programs. During the academic year, the group meets biweekly to discuss issues relevant to all Marquette student-athletes. The council typically does not meet during the summer. The associate athletics director for academic support and student programs attends most meetings and serves as a liaison between the Student-Athlete Advisory Council and the administration of the Department of Intercollegiate Athletics. He stays informed about the issues discussed at the Student-Athlete Advisory Council meetings and keeps other administrators in the Department of Intercollegiate Athletics informed. The director of intercollegiate athletics or his designee
attends the bi-weekly meetings of the group. The director of intercollegiate athletics attends at least two the Student-Athlete Advisory Council meeting per semester. If he cannot attend, the director of intercollegiate athletics sends a designee to meetings.

On August 16, 2004, five members of the NCAA Recertification Steering Committee met with a group of 12 student-athletes, about half of whom were Student-Athlete Advisory Council representatives. When asked where they would take welfare concerns, the students named, in order, their respective coaches, the associate athletics director for academic support and student programs, and the assistant athletics director for compliance. The students expressed confidence that they would have access to these individuals and that their concerns would be taken seriously.

In addition, the Athletics Board and the Equity Committee have student-athletes as members. Individual student-athletes also can express concerns directly to their head coaches and/or to Department of Intercollegiate Athletics administration.

c. No significant and lasting concerns relating to student-athlete welfare emerged during the self-study. Lines of communication between the two facilities, the Al McGuire Center and the Marquette Gym, have been strengthened. Administrators housed in the Al McGuire Center have established a regular and ongoing presence in the Marquette Gym and are available to student-athletes. Marquette University intends to continue the mechanisms in place that are designed to identify and remedy issues of student-athlete welfare as well as to improve upon these mechanisms when potential improvements are identified.

4. PROGRAMS AND ACTIVITIES. Establishment of programs that address the needs and issues affecting student-athletes.

a. Evaluation is conducted in several ways. The director of intercollegiate athletics and the associate athletics director for internal operations/senior woman administrator conduct annual performance evaluations of all Department of Intercollegiate Athletics staff. Performance reviews include asking employees for specific examples of how they support the missions of the Department of Intercollegiate Athletics and of Marquette University.

Information from student-athlete exit interviews is reviewed semi-annually by a group of six administrators, including the faculty athletics representative.

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Evaluation is also conducted by the Office of the Senior Vice President, to whom the Department of Intercollegiate Athletics reports. Further, as appropriate or necessary, the university president and/or the Board of Trustees provide oversight and strategic policy direction and review of the Department of Intercollegiate Athletics.
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b. The director of intercollegiate athletics, the associate athletics director for internal operations/senior woman administrator, the associate athletics director for academic support and student programs, and the assistant athletics director for compliance have established programs that address the needs and issues affecting student-athletes. Most of these programs are detailed elsewhere in this welfare section of the self-study report. In addition, the Department of Intercollegiate Athletics administration and the Office of the Senior Vice President periodically evaluate existing programs and evaluate potential new programs for student-athletes. This is a regular and ongoing process overseen by the Office of the Senior Vice President and the director of intercollegiate athletics.

More specifically, since 1997, Marquette University has been the site of an NCAA Life Skills Program. The university offers all of the base activities that are expected of Life Skills Programs, and offers additional activities to enhance the program. Examples of some of the educational programs offered to student-athletes include informational programs about diversity, sexual assault, alcohol, and other drugs. Additional activities to support student-athlete welfare focus on community building among athletes, supporting each other, and community service efforts among teams.

Some examples of the programs that are fundamental to these efforts include separate student-athlete orientations for freshman, transfer, and returning student-athletes, an opening-of-the-school year student-athlete convocation, career planning programs, and a non-credit, mandatory freshman seminar focused particularly upon the needs of student-athletes. These issues include academic support, time management, and health and wellness. Additionally, the student-athletes are informed of and encouraged to participate in social or educational programs available to the entire student body.

c. No significant and lasting concerns relating to student-athlete welfare emerged during the self-study. Lines of communication between the two facilities, the Al McGuire Center and the Marquette Gym, have been strengthened. Administrators housed in the Al McGuire Center have established a regular and ongoing presence in the Marquette Gym and are available to student-athletes. Marquette University intends to continue the mechanisms in place that are designed to identify and remedy issues of student-athlete welfare as well as to improve upon these mechanisms when potential improvements are identified.

Information to be made available to peer review team, if requested:
1. Facilities schedule for practice and competition.
2. Sports schedules.
4. Media guides.
5. Institution’s student-athlete handbook or, if no such handbook exists, institution’s method(s) for conveying athletics policies and procedures to student-athletes.
6. Written materials (e.g., forms) used to document student-athlete exit interviews.
7. Institution’s and/or athletics department written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

4.3 Student-Athlete Welfare - Evaluation

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<th>Question</th>
<th>Currently Yes</th>
<th>Currently No</th>
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<td>Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?</td>
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<td>Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?</td>
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<td>Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas?</td>
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<td>Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?</td>
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On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)?

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